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College of the City of New York

CONTENTS

Vol. IV. No. 1. March, 1908.

Professor Stratford : Obituary, with portrait 1
Ferdinand Shack : Obituary, with portrait 3
Richard Leland Sweezy: Obituary, with portrait 5
Address by Edward M. Shepard 7
Address of President Wilson of Princeton 20
Editorial 27
Echoes from the College World 30
Compensation of College Teachers
Business and the Colleges
Book Reviews and Literary Notes 37
Trustees and Faculty 41
College Notes 43
Alumni Notes 47
Obituary 54

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CONTENTS OF VOLUME IV.

Alumni Notes 47, 215, 270
Book Reviews and Literary Notes.....37, 202, 257
College Notes 43, 210, 265
Dedication of the New College Buildings..... 62
- Ceremonies of Flag Raising..... 66
- McGowan, Hon. P. F., Address by..... 67
- Lauterbach, Hon. Edward, Address by..... 71
- Prayer by Rev. Joseph Anderson..... 76
- Shepard, Hon. E. M., Address by..... 84
- McClellan, Hon. George B., Address by..... 89
- Finley, President John H., Address by..... 93
- Sounding of the College Bell..... 96
- Telegrams from Governor Hughes and from President Roosevelt 97, 98
- Straus, Hon. Oscar, Address by..... 99
- Bryce, Hon. James, Address by..... 103
- Winthrop, Hon. Egerton, Address by..... 110
- Eliot, President Charles W., Address by..... 113
- Choate, Hon. Joseph H., Address by..... 120
- List of Colleges and their Accredited Representatives..... 124
- Afternoon Exercises..... 129
- Evening Exercises and Banquet Addresses..... 131

Dedication of the Chemistry Building:
- Remsen, President Ira, Changes in Chemistry..... 187
- Smith, Edgar F., on Walcott Gibbs..... 194
- Unveiling of Portraits..... 198

Echoes from the College World.....30, 251
Editorial 27, 199, 248
Especial Function of the City College. By Everett P. Wheeler 245
Fabregou, Professor Casimir, Obituary..... 175
Fripp, Joseph A., Obituary..... 278
McNulty, Professor John, Obituary..... 181
Obituary 54, 222, 276
Roemer, Professor Jean, Recollections of..... 231
Shack, Ferdinand, Obituary 3
Shepard, Edward M., Address by..... 7

Stratford, Professor William, Obituary 1
Sweezey, Richard Leland, Obituary 5
Trustees and Faculty 41, 207, 262
Urbs Coronata: Poem by Henry Van Dyke..... 186
Wilson, President Woodrow, Address by..... 20

ILLUSTRATIONS.

William Stratford, M.D., Ph.D.
Ferdinand Shack.
Richard Leland Sweezey.
Dedication of the New Buildings.
Bird's-Eye View: from Drawing by Richard Rummel.
The Henry Hudson Gate.
President Finley Speaking.
The Flag-Raising in the Plaza.
A View of the Academic Procession.
Professors Werner and Compton in the Procession.
The Great Hall at Noon.
The George Washington Gate.
An Intermission.
The Alexander Hamilton Gate.
The Peter Stuyvesant Gate.
Casimir Fabregou, A.M.
Jean Roemer, LL.D.
Captain Roemer.

INDEX TO VOLUME IV.

Alexander, L. Herbert, returns to College, 263
Alumni Notes, 47, 215, 270
Anderson, Rev. Joseph, Address at Dedication, 76
at Alumni Banquet, 165
Arbib-Costa, A., book reviewed, 258
book mentioned, 268
Arnold, Felix, mentioned, 220
Associate Alumni, meeting of, 219

Baldwin, Prof. S. A., mentioned, 129, 213
Ball, Dr. A. P., article mentioned, 40
book reviewed, 257
mentioned, 269
Bancroft, Prof. D., mentioned, 129
Baskerville, Prof. Chas., mentioned, 45, 48, 129, 198
Baum, Arthur, obituary, 225
Baumeister, John, mentioned, 274
Birkhahn, R. C., mentioned, 220, 270
Bohan, Owen W., mentioned, 219
Boyd, Wm. B., appointed, 41, 208
transferred, 263
Breithut, Frederick E., article mentioned, 45
Briggs, Dr. B. M., mentioned, 50, 270
Brisco, N. A., mentioned, 268
Brownson, Prof. C. L., book mentioned, 260
Bryce, Hon. James, Address at the Dedication Exercises, 103
Bull, Wm. L., mentioned, 51
Burchard, R. B., mentioned, 51
Burke, Dr. Edmund, mentioned, 260
Buttenwieser, J. L., mentioned, 48
Byrne, James, mentioned, 50, 263

Cable, Geo. W., Address at Alumni Dinner, 162
Chadwick, Wm., advanced, 208
Choate, Hon. Jos. H., Address at Dedication Ceremonies, 120
Church, Elihu D., obituary, 222
City College, The Especial Function of the, 245
Class-Secretaries' Ass'n, 215, 272
Club, 216, 270
Clark, Geo. L., obituary, 276
Class of '58 Luncheon, 217
of '64 dinner, 272
of '68 dinner, 217
of '83 dinner, 218
of '93 dinner, 218
of '03 dinner, 272
of '04 dinner, 50, 218
of '06 dinner, 50
Clemens, S. S., Address at Alumni Banquet, 153
Clinch, Edward S., mentioned, 51
Cohen, L. J., article mentioned, 269
Colleges and their Representatives at the Dedication Exercises, 124
Colie, E. M., Address at Alumni Banquet, 135
Commencement Week, 210
Compton, Alfred D., mentioned, 269
Cosenza, Mario E., mentioned, 260
Crawford, G. C., appointed, 208.
Cronson, Bernard, mentioned, 51
book reviewed, 202
Curtis, R. W., advanced, 208

Daly, G. A., resigns, 263
Davis, Pres. G. S., mentioned, 220
Davis, J. W., mentioned, 205
Dean, Bashford, mentioned, 220, 262
Debate, The Joint, 44
Dedication Ceremonies, Program, 62
Chemistry Buildings, 129
Exercises, Afternoon, 129
Delamarre, Louis, address mentioned, 45
thesis mentioned, 46
thesis reviewed, 259
De Walsh, F. C., appointed, 208
Dickheiser, S. J., mentioned, 52
Dielman, Prof. F. A., mentioned, 219, 268
Donohue, T. M., mentioned, 220
Doremus, Prof. R. O., portrait unveiled, 198
Dorfman, Waldemar, resigns, 263
Dougherty, J. H., mentioned, 219
Downer, Prof. C. A., address mentioned, 48
obituary of Prof. Fabregou, 175
mentioned, 268

Drummond, I. W., mentioned, 51
Dublin, L. I., mentioned, 275
Duggan, Prof. S. P., article mentioned, 206

Estabrooke, W. L., appointed, 208
Edwards, D. J., appointed, 264
Elias, Alfredo, appointed, 264
Eliot, Pres. C. W., Address at Dedication Exercises, 113
Elsberg, N. A., mentioned, 219
Ely, J. A., obituary, 225
English Club, Dinner, 44, 212

Fabregou, Prof. Casimir, obituary, 175
Fagnani, Chas. P., mentioned, 51
Finley, Pres. John H., address at College Dedication, 93
Alumni Dinner, 139
introduces speakers at Dedication, 66, 96, 102, 109, 112, 119
mentioned, 47, 267, 268
Foley, J. A., mentioned, 219
François, Prof. V. E., mentioned, 45
reviews Dr. Delamarre's thesis, 259
Fraser, H. C., appointed, 208
Freeberg, Victor O., appointed, 208
Friedland, Louis S., appointed, 208
Fripp, Jos. A., obituary, 278

Garennes, Jean F. P. de, appointed, 264
Gartlan, G. H., mentioned, 221
Gibb, W. T., mentioned, 274
Gibbs, Prof. Wolcott, letter to Prof. Baskerville, 197
unveiling of portrait, 198
obituary note, 280
Gilder, R. W., poem by, 212
Gilson, H. B., book mentioned, 261
Goodwin, P. R., mentioned, 52
Grady, W. E., mentioned, 52
Gross, Magnus, mentioned, 51
Guiterman, Arthur, mentioned, 52
Gutierrez, Valeriano, resigns, 263

Haney, J. D., mentioned, 52
Hartman, S. F., received fellowship, 208
Heard, W. H., appointed, 264
Heckman, S. B., reviews Scripture's book, 203
advanced, 208.
Heineman, H. N., obituary, 223
Heller, W. I., mentioned, 275
Henriques, M. G., resigns, 208
Herbermann, Prof. C. G., articles mentioned, 43
Recollections of Prof. Roemer, 231
monograph mentioned, 260
Herbert, H. W., appointed trustee, 207
Heuer, C. S., appointed, 264
Hibben, Prof. J. G., appointed, 264
Hoffman, I. N., mentioned, 275
Horne, C. F., book reviewed, 257
Hughes, Gov. Chas. E., telegram read at Dedication, 97
Hühner, Leon, article mentioned, 206
Humphrey, E. F., appointed, 264
Hutchinson, F. W., advanced, 208

Jefferey, H. C., appointed, 264

Keleher, M. J., appointed, 263
Kellogg, A. B., receives felowship, 208
Kelly, Hugh, obituary, 276
King, H. C., Address at the Alumni Banquet, 146
King, Howard, appointed, 208
Klapper, Paul, reviews Cronson's book, 202
Klein, Joseph, mentioned, 221
Kohl, C. C., appointed, 208
Kohler, M. J., mentioned, 275
Kohns, Lee, mentioned, 218
Krotel, Paul, mentioned, 274

Laffargue, Gaston, mentioned, 269
La Fetra, B., mentioned, 219
Lauterbach, Edward, mentioned, 50, 219
address at Dedication Exercises, 71
Lavelle, Rt. Rev. Invocation at College Dedication, 83
Lease, E. B., articles mentioned, 40, 206
LeGras, Prof. Gustave, Echoes from the College World, 30, 251
Leventritt, Hon. David, mentioned, 220, 274
Levussove, M. E., reviews Van Norman's book, 37
address mentioned, 46
Lewinson, Benno, mentioned, 219, 220
Lucke, Prof. C. E., mentioned, 52
Lumley, A. M., appointed, 263

Mabie, H. W., address at the Alumni Banquet, 159
Mannheimer, Wallace, appointed, 264
Marique, P. J., book mentioned, 261
Marks, Louis, mentioned, 52
Marsh, H. D., advanced, 208
Mayer, J. M., mentioned, 274
McClellan, Mayor, address at Dedication, 89.

McGowan, Hon. P. F., mentioned, 48
address at Dedication, 67
McMaster, J. B., mentioned, 268
McNulty, Prof. J. J., obituary, 181
Mead, N. P., reviews Tremain's book, 202
Meighan, H. S., obituary notice, 53
Mendelsohn, C. J., advanced, 208
Menken, P. S., obituary notice, 224
Mettler, L. H., book mentioned, 205
Metz, Comptroller, mentioned, 48, 130
Moody, H. R., mentioned, 44
Moore, J. H., advanced, 208
thesis mentioned, 260
Morrison, C. E., mentioned, 275
Moses, H. C., mentioned, 52
Moses, M. J., book mentioned, 261
Mott, Prof. L. F., mentioned, 45
obituary of Prof. McNulty, 181
article mentioned, 271
Murray, C., mentioned, 220
Myers, C. M., appointed, 264

Neues, Alfred, appointed, 264
Neumann, Henry, transferred, 263
Newschafer, W. H., obituary, 222
Nichols, W. H., mentioned, 129

Olcott, E. R., obituary, 55.
Otis, W. B., advanced, 208
mentioned, 268

Paul, F. H. J., mentioned, 220
Poor, C. L., book reviewed, 204
Prager, W. L., advanced, 208
article mentioned, 269
Putzel, Charles, mentioned, 220

Rapp, Maurice, obituary, 224
Ray, D. H., advanced, 208
Remsen, Pres. Ira, mentioned, 129, 206, 274
address at Chemistry Building Dedication, 187
Rhees, Rev. Rush, address at Alumni Banquet, 142
Richards, Rev. W. R., mentioned, 123
Richter, K. E., advanced, 208
Roberts, Chas., obituary, 277
Roemer, Prof. Jean, Recollections of, 231
Roosevelt, Pres., telegram read at Dedication, 98.

Sait, E. M., appointed, 208.
San Giovanni, E., advanced, 208
Schuler, G., appointed, 208
Schultz, Geo. M. S., mentioned, 219
Schultz, G. F., mentioned, 49
Schwartz, S. A., appointed, 208
Scott, G. G., mentioned, 269
Scripture, E. W., book reviewed, 203
Shack, Ferdinand, obituary, 3
Shepard, Hon. E. M., address in the Great Hall, 7
at Dedication Exercises, 84
mentioned, 48, 50, 218, 274
Shiels, Albert, obituary of J. A. Fripp, 278
Sickels, J. S., receives fellowship, 208
Sinclair, Upton, books mentioned, 205
Smith, Edgar F., mentioned, 129
address at Chemistry Building Dedication, 194
Solotaroff, Wm., mentioned, 221
Sophomore Show mentioned, 44
Sporer, J. L., appointed, 263
Stair, B. W., mentioned, 268
Stern, Abraham, mentioned, 274
Stevenson, Reston, advanced, 208
article mentioned, 44
Stoddard, A. M., obituary, 55
Storey, Prof. T. A., address mentioned, 268
Stratford, Prof Wm. obituary, 1
Straubenmüller, Gustave, mentioned, 269
Strauss, Albert, mentioned, 51
Strauss, Chas., appointed trustee, 207
Strauss, Oscar S., address at Dedication, 99
Sturgis, Russell, book mentioned, 40
obituary note, 280
Sumner, F. B., resigns, 208
Sutton, J. J., obituary, 225
Sweezy, R. L. obituary, 5

Taaffe, T. G., address mentioned, 45
Tannenbaum, S. A., mentioned, 206
Taylor, J. M., address at Alumni Dinner, 149
Thompson, Prof. Holland, mentioned, 44
Tilmont, Ralph, appointed, 264
Torek, Franz, mentioned, 274
Tremain, H. E., mentioned, 50
book reviewed, 202
Tripp, M. H., advanced, 263
Turner, A. B., reviews Poor's book, 204
Turner, J. P., appointed, 41
Tuska, S. A., obituary notice, 55
Twain, Mark, address at Alumni Banquet, 153

Van Dyke, Henry, mentioned, 47
poem, 186
Van Norman, L. E., book reviewed, 37
Viereck, G. S., mentioned, 52, 275

Wade, J. H., mentioned, 220
Wagner, R. W., mentioned, 219
Wallach, Leopold, obituary, 55
Wandell, Townsend, obituary, 223
Warner, S. G., transferred, 208
Webb, Alex. S., mentioned, 44
Weeks, B. S., mentioned, 51
Weill, Felix, mentioned, 45, 46
Weinberg, Louis, appointed, 208
Werner, Prof. A., portrait mentioned, 43
Wheeler, E. P., mentioned, 50, 129, 274
article by, 245
articles mentioned, 261
White, J. R., appointed, 264
Whitelock, W. W., book mentioned, 39
advanced, 208
Whyte, W. A., appointed, 208
Wilkinson, A., obituary, 55
Williams, D. S., appointed, 263
Wilson, Woodrow, address by, 20
Winthrop, E. L., address at Dedication, 110
Woolf, Prof. S., portrait mentioned, 50

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THE QUARTERLY is a self-supporting periodical published in the interests of the College by an association composed of members of the Faculty, other instructors, and influential alumni. The Professor of French is president of this association. The Professor of English is editor of the magazine. Four other members of the Faculty are on the editorial board, also the Secretary and the Assistant Historian of the Alumni Association, and another well-known alumnus, who has no official connection with the College. The publication reaches out to trustees, to faculty and instructors, to graduates, to undergraduates, to parents of the students, and to sister institutions.

The Associate Alumni of the College have recognized the QUARTERLY as their official organ. An arrangement has consequently been made, by which each alumnus who pays his membership dues for the year 1907–8 will receive the publication gratis for the year 1908. Those whose subscription covers part of 1908 will be credited for any number or numbers dated in 1908 for which they have paid previously.

The value of an organ for the expression of common interests and purposes is the basis of many effectual magazines. There is need of some central publication to keep our graduates in touch with one another and with their Alma Mater. This need the QUARTERLY seeks to supply. It is particularly devoted moreover to the purpose of becoming a record, a medium for preserving materials for the history of our College. So neglected has been this interest in the past that even on important matters it is frequently impossible to gather information.

The City College Quarterly

Vol. 4 No. 1

March, 1908

PRESS OF
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WILLIAM STRATFORD, M.D., PH.D.

PROFESSOR STRATFORD

WILLIAM STRATFORD, A.M., M.D., PH.D., late Professor of Natural History in the College of the City of New York, the son of Thomas and Elizabeth MacFarlane Stratford, was born at Newtown, L. I., Nov. 4, 1844. Graduating from the City College in 1865, he remained as tutor, giving instruction in mathematics, a subject in which he was especially interested, and which he afterward applied successfully in training his students in the problems connected with his specialty. He studied medicine at the New York University Medical College, obtaining his degree in 1870. Although he at no time attempted practicing medicine, he was known for his accurate diagnosis and for his skill in performing delicate operations. He was frequently found experimenting with Drs. Arnold and Witthaus in what were at that time new advances in the study of physiology. In 1872 the New York University conferred on him the degree of doctor of philosophy. At the Medical College Dr. Stratford became the assistant of Professor John C. Draper, and afterward adjunct Professor of Chemistry in that institution. Naturally when the Department of Natural History grew at the City College, Professor Draper selected Dr. Stratford to aid him and he was in 1879 transferred from the Department of Mathematics to that of Natural History, teaching physiology to the younger students.

Soon after the death of Professor Draper in 1885, Dr. Stratford succeeded him in the professorship. It was here that, for twenty-one years, he encouraged by his democratic manner and kindly interest in the individual student the study of the various subjects which his department embraced.

Professor Stratford paid especial attention to the micro-

scope, and to the aid which photography gives in illustrating natural history. Although not to enjoy the advantages which the new buildings present to the instructors, he spent much of his time of late years in devising plans, many of them for the gymnasium. Among the very many good things for which he labored we should mention that he pleaded earnestly for a swimming pool just outside of the building, enclosed in glass, so that the direct rays of the sun might add their healthful and invigorating influence to the bath; also that abundant showers be provided, a need which we already feel. He succeeded in getting sufficient height in the exercising room and also in getting a room for fencing and for boxing, the latter a sport in which the professor, a man of fine physique and stature, was himself very much of an adept.

Several summers Professor Stratford made trips to the fossil beds of South Dakota, digging out the fossils, riding, hunting and roughing it among the cowboys of the wild west. Professor Stratford was a member of the New York Academy of Medicine, New York Academy of Science, Royal Microscopical Society, New York Athletic Club, The Century Club, New York Botanical and Zoological Societies and honorary member of the New Jersey Microscopical Society.

On February 12 of last year he received an apoplectic stroke from which he only partially recovered, a second on Friday, January 24, proved fatal. The professor was unmarried and is survived by two sisters and a niece, the daughter of his brother, Thomas, also a graduate of this College, whose death last spring was a severe blow to the sick man. The funeral services, held at the Church of the Paulist Fathers, 59 St. and Columbus Ave., were largely attended by Trustees, Faculty, former students and other friends. The professor will be missed by an extensive circle, and he will be profoundly mourned by the many who are indebted to him for acts of personal kindness and self-sacrifice, for which loving gratitude can be the only recompense.

FERDINAND SHACK.

FERDINAND SHACK

WHILE there are among our loyal alumni many who freely dedicate their time to the interests of the College, it is to be deplored that there are many others who, after enjoying all the benefits freely extended by our Alma Mater, have apparently no impulse of affection or gratitude or thought of making return for the advantages so bountifully given. It is truly exceptional to find a graduate whose principal motive is one of devotion to the College and who is constantly impelled by the thought of making return in generous measure for the benefactions received by him from his Alma Mater. Such an alumnus was Ferdinand Shack of the Class of 1874, who died on January 11, 1908. At all times, from his graduation down to the date of his death, his mind was continuously devoted to furthering the interests of the College through every channel open to him, and incidentally to the advancement of the interests of his classmates, of the members of the Alumni as individuals and of the associations and clubs through which these objects might best be attained.

Mr. Shack was born in Toronto, Canada, in 1856, and his early education was received at the Herber Grammar School and Upper Canada College. Coming to New York, he was graduated from our College with honors in 1874. Two years later he received his degree from the Columbia Law School and in 1877 he was admitted to the Bar. He soon became a prominent member of the City, State and American Bar Associations. As chairman of a committee he was influential in procuring the erection of the new Hall of Records in New York. In 1904, on the appointment of President Roosevelt he attended as a government delegate the Universal Congress of Jurists and Lawyers which met in St. Louis. On his motion this meeting urged the settlement of international disputes by arbitration in the interest of universal peace.

He was a member of Phi Beta Kappa and of the American Academy of Political and Social Science; and he was secretary of the Northwestern Dispensary. A few years ago he was also a delegate to the convention in Toronto of the Association for the Advancement of Science. One of his avocations throughout his life was the study of mathematics, a study which he always insisted was one of the most valuable disciplines of a college course.

Mr. Shack was a pioneer and leader in the movement which resulted in the act of the legislature authorizing the purchase of the lands upon which the new College is now situated. While the splendid new buildings of the College were in process of erection, he was constantly watchful at every step of the proceedings and was ever ready with argument and incentive to urge the public officials in charge of the work to energetic and prompt performance of their duty. After the acquisition by the College of its present site, it was largely through his efforts that a proposed diversion by the authorities of the City of New York of a part of the land to objects altogether unrelated to education was prevented. For these and other unselfish public services he sought neither official recognition, nor commendation, nor advancement.

He was one of the organizers of the City College Club, and at the time of his death, its president. He was a regular attendant at the meetings of the Executive Committee of the College and held successively the office of treasurer (1889), vice-president (1899) and president (1900–1903) of the associate alumni, occupying this last position for two terms.

The Alumni of the College must gratefully recognize the depth of the obligation which every graduate of the College— in fact, every citizen of the metropolis,— owes to him for his earnest, energetic and untiring devotion to the interests of the cause of higher education. His life was given to ideals. It has been and will continue to be a stimulus and example to a large circle of his friends and associates.

RICHARD LELAND SWEEZY.

RICHARD LELAND SWEEZY

RICHARD LELAND SWEEZY, '74, a prominent member of the New York Bar, died at his residence, 329 Convent Ave., Friday, December 27, 1907. He was the son of Isaac Sweezy and Sarah Perkins, and was born at Riverhead, Suffolk County, New York, June 15, 1853. He was descended from John Sweezy who was one of the early settlers of Southold, Long Island.

His early education was received at the country district schools. He came to New York at the age of fourteen, and entered Grammar School No. 49 in East 37th Street. In June, 1869, he was admitted to the College of the City of New York, from which he was graduated in 1874. He was third in his class, and also won the Kelly prize that year.

In October, 1876, he was admitted to the Bar, and became a member of the firm of Glover, Sweezy and Glover. After the death of John H. Glover, Mr. Sweezy withdrew from the firm, and established a private practice. He was married December 22, 1876, to Georgia Pettit, who survives him. He also leaves three daughters and one son, Larremore Van Vechten Sweezy, who was in the class of 1904 of the College. Mr. Sweezy was secretary of the Associate Alumni of the College in 1887–90, vice-president 1891 and president 1892–93.

He was a member of Phi Beta Kappa, Alpha Delta Phi, the Phrenocosmian Society, the Bar Association and the City College Club. He was either a trustee or a director in many charitable associations and societies. For many years he was Secretary of the Northwestern Dispensary.

Mr. Sweezy was a man of high ideals and scholarly instincts, ready in debate, broad and liberal in his interests, loyal in his friendship, and enthusiastic and self-sacrificing in any cause which met with his approval. For many years

he served his college with rare fidelity and devotion, and at the time of his death he was actively engaged as adviser with regard to its interests. In his profession he was a wise and trusted counsellor, his legal work being characterized by diligent and studious thoughtfulness. Often entrusted with matters of large consequence, his management of them met with the approval of his clients and the admiration of his professional brethren. He was a true friend, and his hold upon those who knew him strengthened with years, because of his thorough sincerity and high character.

ADDRESS BY EDWARD M. SHEPARD

Delivered in the Great Hall of the College of the City of New York, Tuesday, 11th February, 1908.

President Finley, Gentlemen of the Faculty and College, Honored Guests:

I am one of those who cherish old papers; they help better to recall and know old friends who have gone their long journey, and quite as much to recall and know those who are still with us this side of Jordan. Among my own papers is a package especially precious to me because it brings back to present reality earlier days of this Alma Mater when I was one of her students. In it are old college catalogues, old merit rolls—sometimes better, sometimes worse—old programs of commencements and junior exhibitions and Phrenocosmian and Clionian celebrations, old college newspapers, old exercises with verdicts noted upon them by professors or instructors, old essays and orations, and several bits of lavender ribbon and badges. These things are very faded and dusty; but now and then I go to them, as did Ponce de Leon, in search of the fountain of perpetual youth, struggling resolutely, and sometimes with happily seeming success, to turn backward the inexorable clock.

Not long ago I took from this package a foolscap sheet, now a bit yellow, the original of a college oration which I delivered on Wednesday the eighth of April, 1868. The text of it was the architecture of the modest and beautiful chapel of the old College building on Twenty-third Street, which I thought illustrated what, in the middle ages, had been "a new and splendid architecture." The genius of some Gothic youth—such was the legend I recalled—when wandering through the weird darkness of his northern forest, looking up to the lofty trees arching above him, and looking along the stately avenues made by those archways and the great trunks which supported them—this fervid young genius was moved to creative design under the mysterious awe with which all these thrilled his heart and fancy; and, at

that moment—so I told my fellow students—was born the ideal of the Gothic cathedral, such as one saw at Cologne or Strasburg or Lincoln or Winchester—the cathedral with its soaring and fluted columns, its clerestories, its pointed

> " windows richly dight
> Casting a dim religious light;
> Where let the pealing organ blow
> To the full voic'd choir below,
> In service high and anthems clear,
> As may with sweetness, through mine ear,
> Dissolve me into ecstasies,
> And bring all heaven before mine eyes."

I shall not defend my historic accuracy. Since my oration was pronounced I have learned, as well as forgotten, some things; but the emotion to which I then summoned my fellow-students has never left me. My dream did not, I confess, include this present meeting. I did not foresee that to-day—forty years later —and wearing, with a vanity for which I ask indulgence, the robe and hood of accredited though unascertained learning—I should again deliver part of the same oration—again standing, and with as much trepidation as then, before the faculty and students of the College. The vision of that old college day has been steadfast. So that, when, three or four years ago, having been myself summoned to a share in the service of Alma Mater, I rejoiced in the proposal that the most important feature of her new housing on St. Nicholas Heights should be another Gothic hall to carry on, for ages to come, the inspiration of that first Gothic hall, now for sixty years dear to students and alumni. I rejoiced to be among those who then submitted to the guardians of the municipal treasury that it was a fit thing—even though the cost were great like that of the precious ointment of old poured out of the alabaster box—that the City should, in this Great Hall, build for itself its most stately and beautiful place of public meeting, and declare that in it are signified and summed up supreme ideals for its own future life. To Mayor McClellan, Comptroller Grout, Comptroller Metz, President Fornes and President McGowan and their associates does the citizenship of New York owe a debt for their wise liberality in permitting to our Great Hall, to its structure within and without, and to the

faculty room, that true council chamber of the College, a generous magnificence that contrasts with the utilitarian severity of the rest of these spacious buildings. To George B. Post, the architect, we are grateful for the imagination and skill with which, whether in the general scope and design of the buildings or in the enormous and multifarious detail of their recitation rooms, lecture rooms, laboratories, apparatus, power and machinery, he has here done his work, and especially, and over all, for his noble expression through this superb room of the ideals of the College, the crowning ideals of the City itself. And to the open-minded and sympathetic genius of Edwin H. Blashfield, we owe, and shall ever owe, a debt for the subtle and splendid interpretation, rising behind this stage, of the sentiment which was dominant in the conception of the Great Hall, in its birth, its design, its completion. This mural picture, we may reasonably believe, will carry the highest lesson of our College to the minds and hearts of class after class of its students. Some day it will, please God, be a dear and familiar presence to a generation of scholars to whom you and I and this meeting will seem as far off in the dim past as to us seems the hooded procession of prelates and priests and scholars marching in the fourteenth century to hear solemn preachment when the stately and lovely chapel of the New College of William of Wykeham was first opened at Oxford.

Here, at the center of our great painting, sits the titanic figure of Wisdom, firmly resting on the rock of mother Earth, but her vision and her voice coming from above out of the clouds and mystery of heaven itself. Her daughters and coadjutors, only less majestic than she herself, upon the arching seats at either side, are the universities of the world from whom we draw our heritage. Here Alexandria, next Rome, then Cordova, then Bologna, then Athens, then Upsala, then Leyden, then Paris, then Heidelberg, then Oxford—nearly every one of them not only serving Wisdom, but dedicated, with Wisdom herself, to the service of Immortal and Divine Power. And the vision embodied in the beauty of these colors, tells us that, in a true sense, it is in the presence of Wisdom and her great universities looking down the ages and across seas— it is in their presence, with these celestial beings above, and great ones of earth below, and the

And what are these religious ideals which, in spite of some things that have been said, I declare to be permissible to schools and colleges supported by public taxes as well as to those which are denominational. They are the large and general conceptions of the relations of man to God as they appear in the Hebrew Scriptures—the Old Testament, ideals which are again expressed in the New Testament or Christian dispensation, and which the great bodies of Christians have inherited from the Jewish people. When Chief Justice Kent, ninety-six years ago, pronounced the opinion of the Supreme Court of this state, that the Americans "are a Christian people," * or when that very eloquent and wise statesman, Judge Brewer, in 1891, delivering the unanimous opinion of the Supreme Court of the United States, said that "every constitution of every one of the forty-four states . . . either directly or by clear implication recognizes a profound reverence for religion" and assumes that "its influence in all human affairs is essential to the well-being of the community," † it is true that the Christian religion, in its general length and breadth, was more specifically in mind; but there were meant what the Christian religion always had and now has in common with the religion of the Jews and the religion of Unitarian Christians. The Jews in this country when Chancellor Kent spoke were few indeed; and even when Judge Brewer spoke, the number of Americans of Jewish faith or descent was, relatively, still very small. But the Jews may, with entire propriety and accuracy, consider most of the references to the Christian religion by our courts and public authorities as including no religious beliefs or ideals which do not equally belong to the Jewish faith. Thus it was when Chancellor Kent said that the judges, though on the seat of law and public justice, were not at liberty to rank the Christian religion with the religion of Mahomet or the Grand Lama.‡ So, when the charter to William Penn, in 1701, declared Almighty God to be "the only Lord of Conscience, Father of Lights and Spirits; and the Author as well as Object of all Divine Knowledge, Faith and Worship, Who only doth enlighten the Minds and persuade and convince the understandings of

* People *v.* Ruggles, 8 Johnson 290, at p. 295.

† Holy Trinity Church *v.* United States, 143 U. S. 457, at p. 468.

‡ People *v.* Ruggles, 8 Johnson, 295.

people";* so, when the constitution of Maryland in 1867 declared it to be the "duty of every man to worship God in such manner as he thinks most acceptable to Him";† or when the people of Illinois, in their constitution of 1870, solemnly declared their gratitude to "Almighty God for the civil, political and religious liberty which he hath so long permitted us to enjoy" and that they looked to Him for blessing;‡ so, when the fathers of the Republic in 1776 declared our independence, and in the declaration said that life, liberty and pursuit of happiness were among the unalienable rights with which the Creator had endowed men and that their reliance was on Divine Providence and their appeal to the Supreme Judge of the World; so, when the people of this State, as late as November 6, 1894, by the great vote adopting their present constitution, pronounced their gratitude "to Almighty God for their freedom," the blessing of which such constitution was intended to secure; so when the Supreme Court of Pennsylvania adjudged that commonwealth to have received Christianity as part of the common law which it inherited from England, and in the judgment took care expressly to say that, by Christianity, which it declared to be the "purest system of morality, the firmest auxiliary and only stable support of all human laws," was "not intended the doctrine of worship of any particular church or sect, but that the worship of the Jews is under the protection of the laws and all prosecutions against Unitarians have been discontinued in England."§

The greatest of America's state papers are the Declaration, the Constitution, the Farewell Address, the Nullification Proclamation and the Emancipation Proclamation. From the Declaration and Constitution I have already quoted. In the Farewell Address Washington declared that religion was an indispensable prop of political prosperity, which the mere politician, equally with the pious man, ought to cherish. When, in 1775, he took command of the Revolutionary Army he issued to the troops before Boston an order forbidding profane cursing and requiring "of all Officers and Soldiers, not engaged on actual duty, a punctual attendance on Divine Service, to implore the blessings

* 143 U. S., 467.
† 143 U. S., 468.
‡ *Ib.*
§ Updegraph *v.* Commonwealth, 11 Sergeant & Rawle, 394.

of Heaven upon the means used for our safety and defence." *

Eighty-nine years later, on July 2, 1864, the Congress of the United States during the bloody days of the Wilderness campaign, asked President Lincoln to summon the American people "to convene at their usual places of worship" in order to "implore the compassion and forgiveness of the Almighty" and that "as the Supreme Ruler of the World" He would not "destroy us as a people." † And in other national crises have those in authority asked the American people, by fasting or prayer, to humble themselves before the Lord as their Righteousness and Defence. The Emancipation Proclamation besought for that august deed of freedom "the gracious favor of Almighty God" as thirty years before, Andrew Jackson, in his beautiful and powerful address to South Carolina against nullification and secession, had prayed the great Ruler of Nations to avert the madness of parties and civil strife. And at almost the same time with the appeals of Abraham Lincoln, the government put upon our coins the words "In God we trust," which, a generation later, when the nation feels itself fat with riches and power, are removed—whether rightly or wrongly, I do not here say—but certainly without recalling the piercing trial and anguish of the nation when the words were put there. Year after year our presidents and governors have asked us to give thanks to that God who is worshipped in churches—Catholic or Protestant—and in synagogues. The houses of the National Congress and of the State Legislatures are, until this day, regularly opened with prayer. So are the great conventions of American political parties. Although other affirmations are permitted in our courts of justice, the most usual oath is that by which the witness calls upon God to help him to the truth. It is upon a copy of the Holy Scriptures that almost every president, governor, mayor or other great officer of our land asks Heaven to witness the sincerity of his promise to render faithful service. If any man think of these solemn sayings as mere formulas, the perfunctory phrases of politicians, he thinks a shallow and frivolous thing. They have been said when those who spoke and those who heard were deeply

* Orderly Book, July 4, 1775, quoted in Ford's "Writings of Washington," Vol. III, p. 5.

† Rhodes, "History of the United States," Vol. IV, p. 508.

moved and when the true and powerful feeling of American hearts had to be met or expressed.

Now to all this are schools and colleges maintained by public taxation exceptions? Are they exceptions to the verdict rendered in what the Supreme Court of the United States called "universal language" and "organic utterances," speaking "the voice of the entire people" and affirming and reaffirming that "this is a religious nation and people"? I do not believe it. For such a claim there is no justification. Our schools and colleges breathe and must breathe the atmosphere of American life and share the ideals of American government. The Scriptures—at all times certainly the religiously poetical parts of the Old Testament—have been read in our public institutions of learning and without any considerable objection. So the Lord's Prayer, whose petitions can disturb neither Jew nor Christian. We wish religious invocation and benediction at our Commencements. On the Sunday night before graduation my class attended the church on Madison Square to hear the baccalaureate sermon, full of serious eloquence, from a famous Presbyterian clergyman, the Reverend Doctor William Adams. Before and since—ever since, I think—have our classes heard like wisdom and faith from clergymen, some Catholic, some Protestant, some Jewish rabbis. Nor has this custom ever seemed inconsistent with the public character of the College.

I acknowledge the undenominational character of the College; its doors are of course open freely to any young disciple of Confucius or one bred to Shinto hero worship or to a young John Stuart Mill bred from infancy to no religion at all, and so having to achieve it in mature manhood. I acknowledge and affirm that recitations and lectures and other instructional work here shall not deal with merits of creeds or mooted points of theology or ecclesiastical history. Upon this doctrine, for all our public school system, we Americans are, I believe, definitely and forever agreed. But this does not mean that there are excluded the few and fundamental doctrines of a personal and benevolent Providence ruling with justice and mercy, the affairs of men, now and forever, here and hereafter. If we admit to this College the doctrine of gravitation we do not exclude the doctrines set forth by the great English Catholic poet of the Eighteenth Century in those often quoted lines:

"Father of all! in every age,
In every clime, adored,
By saint, by savage and by sage,
Jehovah, Jove or Lord,

. . . . . .

"To thee, whose temple is all space,
Whose altar, earth, sea, skies,
One chorus let all being raise,
All nature's incense rise." *

So is there admissible here the thrilling benediction said in the Jewish synagogue when the law is read:

> "Praised be Thou, Lord, our God, King of the Universe, Who has given us a law of truth and Who has placed within us the longing for life eternal. Praised be Thou, O Lord, Giver of the Law." †

If it be said, as in effect I have just said, that an agnostic or an atheist or a polytheist from the South Sea Islands, or a Buddhist, if he come to New York, may, if he pass the intellectual examination for admission, be here upon an equal footing with the most orthodox Christian or Jew and here enjoy all the respect to which his character and work entitle him—if there be, and must be, no exclusion of men from the teaching force because their conscience excludes them, as it seems to have excluded some of the noblest and most useful of men, from the religious feeling which this College rightly avows—if we admit, as we must, that the moral or religious quality of a man's behavior is not always proportional to his religious orthodoxy, none the less what I have said is true. Think of it! Should we not treat upon his other merits, and if those merits be great enough, accept, whether as student or instructor, a man, who, with other good Americans, considers sophistical and false the doctrines of human equality and government by the consent of the governed set forth in the Declaration of Independence, the most fundamental creed of American political belief? One of the best men I know deplores today our final victory in the Revolutionary War. Should we not in like wise treat and receive such an one, even though he

* Alexander Pope's "Universal Prayer."

† "Jewish Ceremonial, Institutions and Customs," by W. Rosenau, Ph.D., Baltimore, 1903.

believe such a heresy as was preached by one of the noblest of Americans, the doctrine that the Constitution of the United States was a "covenant with death and an agreement with hell"? Professor Compton or Professor Baskerville will not refuse instruction to a student who denies the conservation of energy, though doubtless they would prefer that an instructor so disbelieving should instruct in the Department of Greek or Philosophy.

The plain truth is that citizens of our American republic now in its second century—or, in a true sense, near the close of its fourth century—must accept it with its ideals and traditions, even though, for themselves, not agreeing to them. Since such ideals and traditions have authority in all other public councils and activities of our land, no one can complain that they likewise have authority in our public schools and our free colleges.

Not that I would limit here the freedom and scope of study and experiment in every department of our intellectual work. I would be the last to set up in schools or colleges artificial protection to the religious faith of any young man against the influence of their honest intellectual discipline. God and truth and the churches will, without our aid take care of all that. But imagine, will you, a young man who has been taught, and who has loved, to worship in that wonderful and sacred service in which the Latin liturgy preserves the faith and speech of saints and martyrs *per omnia sæcula sæculorum,* who has from childhood loved the chants sung every hour of every day the world around, and who sinks devoutly at the elevation of the Host—I should grieve, indeed, if coming here, this College were, by one word or one deed, to undermine his loyalty to his accustomed expression of faith in the unseen God. Imagine, if you will, a young man who in boyhood came to the synagogue for his *Bar Mitzvah,* who has been used to welcome with an evening sanctification the coming of the Sabbath or on the next evening to dismiss it with the goblet of the *Habdalah,* and to whom the Passover is sacred. I should grieve, indeed, if this young man, rich in the sacred and ancient things of his race, were on entering this College to find or suspect that they, or the great features of divine truth which they symbolize, were here disparaged, or that to his stay with us could be rightly attributed any loosening of his faith. Or imagine a young man bred in a village of Vermont

or the Virginia Blue Ridge, constant from his boyhood in his attendance at the Meeting House, or his imagination devoutly touched and his right living helped by the carols of Christmas or of Easter—so should I grieve if, in the rooms or halls of our College, he were to learn that the divine ordering of God's Universe, which, for him, had been set forth by these things, was inconsistent with that energy of intellectual independence which it is an undoubted duty of the College to enforce.

Though ritual or doctrinal or ecclesiastical differences between students or religious bodies may not and must not be set forth here, though within our gates no religious body is to seek proselytes, none the less will the belief in God and the divine destiny of man, which broods over and inspires the ceremonies and traditions of all these denominations, belong to our College as it does to the web and woof of western civilization and the American commonwealth.

If, gentlemen of the College, I have thought it fit to say a very sober thing at this first meeting held in the Great Hall with the help of music and painting, do not, I beg you, think that I would give the hall a sombre character. Far from it. We shall, I trust, in it celebrate our victories to come in scholarship and debate and the sports of young and sturdy manhood. Sometimes, though less frequently I hope, we shall also give loud voice here to our own magnanimity at the victories which other men win against us. Here, I trust, shall we welcome to cheerful activities our brethren in Alma Mater and of other colleges. Here, I trust, we shall not too much fear the boisterous songs of college fellowship. Here, I trust, the enthusiasm of college men will, sometimes, drown out the diapason of the organ. Again and again may we greet here the men and women who are within the friendship of the College. Again and again may we welcome here—and welcome with glad noise—the heroes of science and literature and learning and art. Here we shall dutifully support the chief magistrate of the City and his associates when they come, as they sometimes will, fitly to welcome her guests or admit them to the freedom of New York—be they princes or potentates of other nations or great rulers of men within our own Republic. This is no sombre or sorrowful temple, but truly the Great Hall of college men, setting forth every fine achievement and noble

ideal and supreme joy of the College of our love and gratitude, a Great Hall none the less triumphant and joyous because it is meet and right for us under its arches to sing

"O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast
And our eternal home."

ADDRESS OF PRESIDENT WILSON

Of Princeton University

Delivered before the Association of Colleges and Preparatory Schools of the Middle States and Maryland, in Townsend Harris Hall.*

AFTER humorously introducing himself, President Wilson said:

We have just passed through a period in education when every thing seemed in process of dissolution, when all standards were removed, when there was a universal dispersion of every established conception; when men did not hold themselves to plans, but opened the whole field, as if you drew a river out of its courses and invited it to spread abroad over the countryside. For there was a time in the generation which preceded our own, when education was confined within very narrow courses, when it did not sufficiently fertilize the great areas of educational interest—of intellectual interests; and it was the task of that particular generation to see that the waters were no longer confined to a little territory, but were allowed to spread abroad over a great new land.

To come out of my figure, we have just passed through a period when the whole domain of knowledge has been added to by subject after subject, and when it was absolutely necessary that the boundaries should be constantly enlarged in order that we might include the new things that had come to engage the human mind.

It does not make very much difference how you define the features of the period through which we have passed. The term under which we generally designate it is "the elective system of studies." I received a catalogue from a college the other day, a college not ancient in its foundation, in which it was stated that the institution was ready to offer 365 courses, and

* The entire address appears in the Proceedings of the Association for 1907.

would offer any others upon the demand of as many as five students. In other words, this institution, like its elders and betters, had undertaken to put upon its curriculum almost every known subject of study, and had put all those subjects of study upon its curriculum upon an equal footing, not presuming to suggest to the student which were the greater subjects and which the minor; not presuming to point out to him what was the natural point of entrance and the natural point of exit, but inviting him to enter anywhere and go any whither in his search for knowledge throughout a vast and various field.

This period, President Wilson continued, had also been one of pedagogical theories and of reckless experimentation. We are now upon the eve of a period of synthesis, when, tired of this dispersion and standardless analysis, we are going to put things together into something like a connected and thought-out scheme of endeavor. Technical training, the mechanics of the mind, though of indispensable importance, was not within the scope of this address, which was to be confined to the subject of liberal education. The idea of such an education involved three things; enlightenment, orientation and discipline.

It is a great deal better to see one thing than merely to look at a thousand; it is a great deal better to penetrate to the heart of some one mystery than to idly speculate about a score of mysteries. And so it is better to conduct the student to the interior *penetralia* of some great subject than to take him on an excursion "Seeing Greater Knowledge."

Then there is another object in education; and that is what we have latterly grown into the habit of calling orientation—a word carrying certainly a very beautiful figurative meaning—that is to say, showing, with regard to some one thing perceived, how it stands related to the other things which the mind is capable of perceiving. There was a very interesting suggestion made in one of the discussions this afternoon when it was shown that our universities in their attempt to train teachers did not train the kind of teachers that would be most serviceable in the secondary schools, because they did not train

teachers who saw the relations of the particular things they taught to the larger bodies of knowledge to which they belonged. One of the speakers suggested that every university should have some one whose object it should be by some stimulating form of lecture to bring the students of pedagogical method to perceive that in handling any one subject they were moving in a particular part of the great domain of knowledge. It has always been a favorite idea of mine that every university should have a professor of things in general—that every university should have some one who would take the entering class and show them, as if upon a map, the great extending fields of knowledge: " Here lies biology, but close neighbor to it, so that you can hardly draw the frontiers, lies chemistry; and there close to chemistry (with boundaries again obscured) lies physics; and there alongside physics (again without scientific frontier) lies mathematics; and there, surrounding all this territory of related subjects, lie the great and sometimes shadowy territories of philosophy, our conception of what the human mind is capable of, of what the brain perceives, what the mind comprehends and what it is possible to establish by reason, the demonstrable, the undemonstrable, the purely speculative, the knowable. You are ever upon a continent of knowledge; you cannot look far abroad without seeing into other great territories of study. And all this territory has had an ancient and honorable history; up and down these great plains and upon these great slopes have moved the great armies of human thinkers.

But there is another object of education. We have talked a great deal in our day about enlightenment and about orientation; but we have stopped talking about *discipline*. The chief object of education is discipline. There is an old and trite illustration which must always be used, because it is the best illustration; that is, the illustration of the gymnasium. I have never heard of any youngster who went into the gymnasium because he expected to do the double trapeze with his partner in business when he graduated. I have never seen anything done in the gymnasium which was practical, in the sense in which we are now inclined to use that word with regard to the subject of education. All that the youngster in the gym-

nasium is trying to do is to get his muscles in such shape and the red corpuscles of his blood in such heart that he can do anything with himself physically that he wishes afterward; can stand the strains and be ready for all the sudden exertions of life; so that his heart will be used to having a strain put upon it and can pump, with slow and persistent complacency, when the utmost strains of life are put upon it at last.

That is discipline of the body; and anything that can discipline the body is serviceable for the uses of our physical life. Similarly, anything—it is sometimes a matter of indifference what—that can discipline the mind is serviceable for our life intellectual; and what does not discipline the mind is not serviceable.

If you accept that priniciple, then you cannot put all subjects of study upon an equality. Some things discipline the mind, and some do not. Some things are difficult and some things easy; and nothing so disciplines the mind as that which is difficult. I think the ideal method of discipline intellectually would be to give young people the things hardest for them to do, and then as soon as they began to be easy, stop them and give them something else that was hard, so that they might presently get accustomed to the constant strain of fibre which would make anything after that easy of accomplishment. There is an old adage: "Beware of the man of one book!" By which is not meant beware of him because he is narrow, but beware of him because he knows something, and if you get in his track with regard to that thing, you are going to get run over. If every man was a man of one book, of one subject, your only right strategy in life would be to feel tenderly around when you got in conversation with him until you found what his one subject of conversation was, and then avoid that. The athleticism of perfection in that one thing would make him a dangerous and ugly customer to handle.

President Wilson reduced the elements of human knowledge to four, science, literature, philosophy and history.

There are four bodies of discipline in modern culture. There is the body of discipline which we call science; and inasmuch as almost all sciences have the same method and involve the

same process of observation and generalization, they can be regarded as alike in disciplinary effect. Not all of them are alike in the degree in which they discipline; but all of them are alike in the kind of discipline to which they subject the human mind.

Then there is the great body of philosophical thinking: by which I do not mean vague speculation as to the human mind, but the rational putting together of the experiences of the human mind.

And then there is pure literature, that product of thought and of fancy and of form which springs almost (it would sometimes seem in the case of great national literatures) out of the common consciousness, where the most exquisite voices are the voices which most perfectly express the general and common impulse, where your most authentic spokesman is the poet, who can demonstrate nothing, but who feels and perceives everything. And for the hearing of this authentic voice you must be master of its instrument, of the speech which it uses.

Then there are all the transactions of the human race which we call its history and politics.

Now, in seeking a process of enlightenment, of discipline, and of orientation amidst these great bodies of knowledge, *how* are we going to seek them? It seems to me, ladies and gentlemen, that we shall never accomplish anything in our attempt at educational reorganization until we get rid of the idea which too much pervades an association, like this—the idea that our relations to each other as schoolmen and collegemen is that the one set of us are preparing youngsters for the other set of us to teach. Until we realize that the school and the college are doing the same thing exactly, we shall not get anywhere. Until we realize that it is neither here nor there with regard to the kind of thing we are doing, whether the boy or girl is going beyond the school course, or going to stop at the end of it. It is only a question of how far you carry them in a process which is the same from beginning to end; and if there were any process, such as the process of certification that we were discussing this afternoon, which could make us unaware that we were crossing a bridge when we were leaving the school and entering the college; if there were

some common method of life for the schoolboy and the college-man which should make him feel less sharply than he does that when he leaves the school and enters the college he has entered a new kind of world, it would be worth while to make all the changes necessary in order to adopt it—in order to make the boy feel that he is not going from one thing to another, but that he is simply going on to prosecute a little further the fair journey upon which he had set out.

We ought to realize that the school is not preparing the boy for the college, but that school and college are alike endeavoring, so far as time and opportunity permit, to educate the boy; and therefore it is just as important for the school to make up its mind what its method of enlightening, of discipline and of orientation is to be, as for the college.

We are all of one family; we are all engaged upon the same thing; and we cannot do it in two ways. We must do it in one way. If we do it in two ways we shall miss connection. Therefore, it seems to me that you must set your technical training schools apart from your other schools; your technical colleges apart from your other colleges. I do not mean geographically apart from them. I think they ought to have a spiritual relationship, which is best preserved when they are in close geographical juxtaposition; but I mean that you must not confuse the aims and processes of the one with the aims and processes of the other, must not try to do two things at once with the same pupils. I am asking you to consider liberal education to-night as a task of the school as well as a task of the college.

President Wilson proceeded to suggest a course of study which, in the secondary school, should consist of mathematics, Latin, a second language, and history. He believed that the attempt to teach English literature should be abandoned and that the boys should learn English through its being the medium of all instruction. Passing to college, the pupil would take one science besides his mathematics, would continue his Latin for four years, study logic, psychology and philosophy, keep up the literature of his second language, and pursue the systematic study of history and politics.

In conclusion, President Wilson said:

What I plead for is, not agreement with the ideas I have stated here, but agreement with the thesis that I have endeavored, by all sorts of excursions and illustrations, to illustrate, namely: that we have missed the meaning of education; we have forgotten to assemble the elements of education; and we have forgotten to concentrate and simplify its methods.

Editorial

WE would call particular attention to a change in the constitution of the QUARTERLY ASSOCIATION. Members will henceforth pay annual dues of three dollars, the fund thus provided contributing to the support of the periodical. The subscription price to non-members will remain one dollar, as heretofore. Members will of course receive the magazine in consideration of their payment of dues. We hope to secure a large membership in the Association, and we further hope that each member will be active in procuring new subscribers, in furnishing information, and in advancing in every way the interests of our magazine. We believe that the QUARTERLY is of value to the College; we believe that it can be made of value to the Alumni. There assuredly ought to be some organ of communication and expression, which should unite and appeal to the whole body of graduates. If such a periodical reaches but a few, its usefulness is seriously impaired. We aim to bring the men together in their common interests in the College and in one another, and so help to keep alive the spirit of the institution.

Those desiring to join the Association under the new provisions should communicate as soon as possible with any one of the editors or officers.

The deaths, within a few months, of a professor from the Faculty and of two ex-presidents of the Alumni Association involve a very unusual loss to the College. All three men were so well known to all our graduates that an appreciation

of their work and of their characters is really superfluous, or rather in the main a mere satisfaction for our feelings. The departure of such men leaves a gap in the ranks. We can hope, however, that this gap will be filled. As the older alumni fall by the way, it becomes incumbent upon the new recruits to step forward and take their places. Loyal men we have always had, and loyal men we shall ever have. The example already set of devotion to the interests of the College will not soon perish.

For the benefit of those who were unable to hear Mr. Shepard's eloquent address to the students in the Great Hall, we now publish it entire. The ideas a reader can here obtain, but the impressiveness of the occasion can scarcely be reproduced: the vast auditorium, crowded with solid blocks of students, the ringing voice of the speaker listened to amid motionless silence, the pealing of the organ in the recital that followed. It was a memorable occasion, in memorable surroundings, fully worthy of the great structure which gave it being.

The QUARTERLY will be glad to receive the names of the Secretaries of the several classes. The Association of Secretaries will be organized this spring and it is very desirable, so far as practicable, that each class should retain as its Secretary, the same man for a number of years, if not permanently.

A Mark Hopkins might, to be sure, take a student to a turn in the road and the two would there be a college; still, for the generality of teachers, shelter is necessary and something like a united abode very welcome. The instructors of

the City College are at length gratified to enter into possession of the beautiful reading room and the adjoining lunch room, thoughtfully set aside for their use by the Trustees. There is also nearby a room for alumni and visitors. It is expected that the service in the lunch room though necessarily simple, will be at all times acceptable. These rooms are all in the Tower on the fifth floor, but they are readily accessible by the elevator. At present the walls are bare and need some adornment. It may be that among the instructors and alumni there are those who would be glad to lend a picture or make a suggestion. In any such case, the easiest way will be to communicate either with Professor McGuckin or Professor LeGras.

ECHOES FROM THE COLLEGE WORLD

MONEY—a piece of paper or a bit of metal that circulates, but not enough; the name of a man in each province of the Universal Empire; a pleasing English play for the ordinary stage; a tremendous drama in many acts on the whole extraordinary *terrestrial* stage; an occasional subject of conversation *without* college walls as well as within.

We had as friend a distinguished scholar whose preoccupation was Political Economy (*capitals ours*); he studied the budgets of the great nations and predicted plenty and bankruptcy impartially; his elucidating figures ran up and down the whole page and half way across it; the decimal point was not much; in his own personal budget, the decimal point was nearly all; such other figures as there were hugged desperately that point, but it held its ground triumphantly against the small, pushing crowd and reduced it almost to insignificance. Splendid invention, this of the decimal point! It can be so modest, and then again so domineering, working miracles, simply as it moves!

The other day we caught sight of two arithmetical columns in a well-known classical journal. One column gives the wages of that useful man, the bricklayer; the parallel column, the salary of that much praised man, the teacher; do the columns mean that something unpleasant be done to that bricklayer? Or is it intended that his efforts should enhance those of the teacher? In the two classical parallel columns there are many eloquent decimal points, but the reader of our pages does not need details; he knows already that the average bricklayer gets more gold per annum than does the average teacher, that is, about 80 per cent. of the salary of an adjunct professor at Columbia. Many persons entertain the droll notion that in the near future, if not immediately, these contrasts in compensation are bound to show a diminution in the efficiency of the teachers, without any corresponding increase in the efficiency of the bricklayer, and yet we must not fail to remember "the skill that there

is in such a common thing as bricklaying," as Milverton observes in Help's "Friends in Council." He goes on: "It takes a life to lay bricks well; and one bricklayer differs from another as much as one great artist from another."

Professor E. E. Hale, Jr., of Union University, addressed the Association of Colleges and Preparatory Schools on this subject in November, 1906. What he said is published in the *Union University Quarterly* for May, 1907. Professor Hale takes it for granted that it is sufficiently well established that the teacher's profession is not well rewarded—never has been well rewarded—and receives this day, particularly harsh treatment, because fruits and flowers and the beasts that live thereon, cannot be had for the plucking and the slaughter. In passing, it may be said that some teachers, teachers of science, have, by inventing improved and cheaper processes of getting at gold, unconsciously sacrificed the almighty dollar to the potato. But to return to Mr. Hale. He feels helpless before the problem. He asks, "What are you going to do about it?" In a vein of cheerful sadness (as the son of his father), he attempts some answers or comments. Look at some of them:

1. There's that classic fraction, $C/N = E\left(\frac{\text{Compensation}}{\text{Need}} = \right.$ Efficiency). Of course increase the numerator *or decrease* the denominator; but it has been observed that "Compulsory plain living may produce a race of professors incapable of high thinking." What a strange and useless being a professor without needs would be! His most congenial companion would call to him from the deep woods far away.

2. Bully or cajole the Trustees until the salary is raised. Sad intrigues and agitations. The lot of a Trustee may not be a happy one. Gymnasiums and laboratories compete with professors; dumb-bells and retorts with equations and sonnets, and the pedagogue is more responsible for the former than for the latter.

3. Form a trade union. Absurd, but other learned bodies do it or have done it. (Societies of physicians and lawyers have been known to regulate fees.)

4. Outside work. Popular notion that the professor has much spare time (vacations and afternoons!). Nothing is required

of the professor, except the time he actually gives to the classroom! "The whole idea of outside work is, to my mind, on principle, false. I have done a great deal of it myself and I am afraid it would have been better if I could have avoided it. It is well enough for a college man to publish a book or two (let us observe, *they are never best sellers*), but with reference to college, we may say that in most colleges the professor will find ample and useful occupation for his time, even beyond his college work, in taking an interest in college study and college life and also (here I am not speaking humorously)—also, in cultivating a leisurely frame of mind in which he can think of interesting things. This last occupation may seem amusing; but the leisurely professor is, other things being equal, much better for the college than the professor who is always on the rush. He has time to think of his work and of the fellows for whom he works; he has time to think of the necessities of the college; he has time he can make his own, he has time to make the college the center of social life. If he keeps his nose to the grindstone, he has no time for these excellent things."

5. Speculate in stocks. The outsider who sends the professor so many invitations evidently considers that speculation exactly fits him. He considers the professor fair game. "It shows to what a pass our conditions have come that I should be allowed to mention this matter at all."

6. Marry a rich wife. Enchanting! Barkis is willin'. "In the German Army an officer was not allowed to marry a lady with less than a certain income." Or, as of yore, shall we remain celibates? "There is no doubt that a celibate teaching force has certain advantages. I am not fully prepared with the facts; but I believe this view of life is generally preferred by the ladies who go into the teaching profession."

Of course Dr. Hale welcomes pensions and advises life insurance. He even suggests that the college pay the premium of the latter, perhaps in lieu of the pension. And this much may be added; that while the professor must have a book, the sight of a picture, the hearing of a harmony, and the companionship of his friends, still there is the fortunate limitation that *he*, bound by the allurements of his work, cannot be easily commercialized.

But commerce itself is in distress. It has so multiplied, so extended itself; dug up so much from the earth and brought down so much from the heavens, that there is an accumulation of living parts that form no whole, that have so gotten beyond control that they threaten pulverization or dismemberment to anything that comes within their far-reaching clutch. Commerce, Business, Trade, Industry, whatever you call the monster, is bellowing for guidance, and not only for men but for *highly trained* men. Such is the impression one gets from the series of papers in *The Annals of the American Academy of Political and Social Science* for July, 1906. And the cry is to the universities and the colleges to supply the training that importation and exportation, railroading and sailing, manufacturing and mining, finance and insurance need increasingly every hour. The cry is receiving some response. Witness the technical institutions in this country and elsewhere, growing in number and in importance, and such schools as the Wharton School of Finance and Commerce, of the University of Pennsylvania, the Tuck School of Administration and Finance of Dartmouth College and more. Some of the papers in the Annals begin: *This is an age of progress,* or *Carnegie says,* etc. If these introductions in addresses were avoided, as *Progress* and *Carnegie* are now willing to be taken for granted, the persons who now arrive late in the lecture halls would be more blameworthy than they are.

Secretary County, of the Pennsylvania Railroad, in his paper on "The Desirability of a College Education for Railroad Work," indicates that in railroading there are many good places for the college man if he has the training and can learn the details. For instance, a beginner in railroading who expects to advance by grasping details should know stenography and typewriting. These subjects Mr. County would group with studies in transportation, rates and traffic, accounting, physical and commercial geography, business law, banking, industrial management, the marketing of products, the history of the country and state, all "based upon a good knowledge of English." A man equipped in this way though beginning much later than the youngster who is growing up with the road will be the far more formidable candidate for a responsible position in the long run.

In November, 1905, courses of railway instruction were inaugurated in the School of Commerce of the University of Liverpool. At that time, W. M. Acworth, lecturer in London and Liverpool universities, addressed the university on "Railway Professional Education, its Objects and Limitations." In this address, it is asserted with a plentiful array of facts that England is far behind America, Germany and France in the number of railroad men who have a broad theoretical and practical knowledge of their profession—for a profession it is, contends Mr. Acworth, if by a profession we mean "a calling, the members of which, having received a liberal education, are organized and given as a rule exclusive privileges, mainly for public advantage and only secondarily for private gain." What a suggestive little glimpse we get here into that just future when the mighty machines of a complex life will be under the control of cultivated and competent men, who, assured of a comfortable living and hungering not after the flesh-pots of Egypt, will manage the greatest enterprises not for their pockets but for the public good. Education will then have her revenge, if revenge she wishes. Again from our writer: "In Germany the men who are destined for the highest posts in the railway service, begin with a university education, go on to a post-graduate course in law and only then, at the age of perhaps twenty-four or twenty-five begin to specialize in railway subjects proper." So in Germany and in France also a young man who has his eye on a still far distant prospect, prepares for it by a general education whether it appear to have any direct relation to that prospect or not, and never asking *why* of his guides and friends. Mr. Acworth puts much stock in careful preliminary technology, and notice how close he is to Mr. County: he insists that an aspirant, say for the position of general manager, should know political history, the relation of states to industry, constitutional and railroad law, law of rates and tariffs, economics and statistics and all this with complete knowledge that while the broadest academic instruction is desirable, "no academic instruction can, I fear, teach the management of men; partly this comes by practice, but mainly it is inborn." According to Mr. Acworth, there is in England a crying need for teachers (no one there like Hadley and Taussig in America, or Colson in France or Cohn in Germany), for books

and for technical railway periodicals. "We have been beaten, not by superiority of men, but by superiority of methods. We have got the men. For my own part with no reflection on America, and with nothing but gratitude for all it has taught me, I am prepared to say our men are splendid. But in the absence of adequate professional education, it is impossible that they should do themselves justice."

In this same number Dr. James T. Young, the editor of the *Annals* and director of the Wharton School of Finance and Commerce, in a paper entitled "Business and Science," shows that the development of industry and its by-products is reacting upon university education. He points out that a very narrow specialization is truly not the rule for those who seek the higher ranks. The trade, the business, the bank, the train-yard, the mine, the foundry are places where the details in action can be learned, but the mastery of the theory that runs them all must be sought elsewhere, and at last the university will be forced to teach that theory. Learning by rule of thumb, by actual personal daily experience is very expensive and very slow. A man proceeding in that way is quite likely to be relegated permanently to routine work. An official of one of the largest railways in the West said: "No doubt a great deal of the short-sighted railway construction and expensive errors in maintenance and operation have been due to the lack of proper and systematic training, in other words, railway officers have been educated at the cost of the property." So there are business sciences. "Heretofore it has been the belief of many business men that their sons 'cannot afford the time' to take a college course. The advent of the university in the field of commercial, industrial and financial science means that a young man cannot afford the time to learn business in any other way."

Mr. John H. Converse, of the Baldwin Locomotive Works, Philadelphia, graduate of the University of Vermont, trustee of the Princeton Theological Seminary, also shows the value of book-keeping, stenography, type-writing and special talent in sales departments. Mr. Converse advocates the usual college course for three years, then two or three years of electives including not only the above "practical subjects," but also mathematics, natural sciences, political economy, commercial law and geography and modern languages.

Mr. H. J. Hapgood, in this symposium, advocates a large percentage of young men in any enterprise and especially college young men. His statistics show that the college men have by a great deal outfooted the other kind in business. One man puts it thus: "What we want and are willing to pay well for is men who combine with their ability, education and natural talents, the capacity for hard work."

Here surely enough has been marshalled to indicate that a new problem of the present progressive day is that the business affairs of the people are demanding a general cultivation that shall be clearly directed to a very distinct utilitarian end. Where is the reconciliation to be found that shall provide such a training for a man that he shall become an admirable piece of machinery and at the same time shall have such free judgment, sentiments and desires that he really can be a good member of society and a good citizen.

It seems that the curriculum must be changed constantly more or less, in answer to the insistent demands of the world's daily needs, and yet it is something of a grim satisfaction to the upholders of the old culture that the invaders beg that its essence be somehow transmitted to the railway office and the factory yard. There is something piteous in the appeal of the man with the trowel that, as he lays brick on brick, he too be taught to widen his horizon far enough to understand that the unseen overpowers the seen. It is not the fault of the colleges that the hammer often masters the man who wields it. In four or five years only a very limited number of facts, if facts alone are sought, can be taught and learned. There are those who can wield their hammer unerringly and still have much of their real strength left. We suspect that, twist and turn as we may, the classic alembic will distil the new ingredients as it has the old.

The Archimedes born to-morrow will have better tools than the Archimides of old Syracuse. But will his impulses and his powers be very different?

G. L.

BOOK REVIEWS AND NOTICES

POLAND, THE KNIGHT AMONG NATIONS. By Louis E. Van Norman, '91. New York, Fleming, Revell & Co., 1907. (Price, $1.50.)

Since the liberal outbreaks in Russia began, the American public has been deluged with books on Russia and Poland, some from "inspired" Russian sources, others from the revolutionary side. But few of these books tell us the exact, unbiased truth about Russia, its provinces, or its subjugated peoples. Mr. Van Norman, associate editor of the *Review of Reviews,* went abroad to observe and describe European affairs for our American magazines, spent much time in the land of Kosciusko, Pulaski, Chopin, Paderewski and Sienkiewicz, learnt the native tongue and came into intimate contact with the Polish people. He now gives us an account of his interesting observations.

Of course, politically there is no Poland. The Poland of old, the Poland of the sixteenth to the eighteenth centuries, was long ago partitioned among the powers. For more than a hundred years she has been in chains. But, even though in chains, she lives. The Poles still hold together as a distinct and resisting people; and the best proof that, though conquered, they have not been absorbed, lies in the periodic outbreaks in Germany, Austria and Russia of the troublesome "Polish Question."

Mr. Van Norman tells us that in Austria the lot of the Pole has, comparatively, not been hard. Less happy, however, has been his fate in Germany where the government has adopted regulations against the Polish language and the Polish landowners. But "Hakatism," as this policy is called, can have no future. It is defeated by Polish patriotism and the natural numerical increase of the Polish population, an increase out of all proportion to that of the Germans. In Russia the oppression of the Poles and the attempted suppression of their language has had this effect—it has led the Poles to seek for ways of evading the laws and created a large Polish "underground" liberal litera-

ture, which has stamped itself ineffaceably on Russian intellectual life. Russia's Poland to-day is a revolutionary nucleus in the land of the "Little Father."

One of the best written descriptions of life in any city is Mr. Norman's account of life in Warsaw. What a difference between his account and Baedecker's! And he has been everywhere. The Narrow Danube street, the Saxon gardens, the Villa Neuva, the little Cukiernias—he has seen them all. He has met the aristocracy of Poland; he also knows the workman and the peasant. He visited Poland's Mecca, Czenstochowa, saw the church at Jasna Góra, and he gives a most vivid and poetic description of the scenes there enacted.

In the most critical times of Poland's history, from her first struggle to her last the Jews rendered Poland the greatest service. It was under Kosciusko (a gentleman who did an excellent pastel portrait of Jefferson and also fought in our Revolutionary War) that the famous Jewish cavalry regiment distinguished themselves in 1794 and were killed almost to a man by Suwarow at Praga. And to-day, the Jews are so large a factor in Polish life that no volume on Poland is complete unless it treats rather at length of the Polish Jews.

Mr. Van Norman finds that the intelligent Polish Jews of to-day class themselves with the liberals, and are either indifferent to matters religious or are anti-clericals. Nevertheless, they do not give up their identity as Jews. The Polish Jews seek to profit by modern progress in their own way and will not yield their national individuality, at least not immediately. For this separatism they are hardly to be blamed; accidents of history have brought it about. Governmentally, in all parts of Europe the Feudal System surrounded the Jews with a wall of isolation and contempt; fanaticism oppressed them until the end of the eighteenth century; and at this day, thanks to the brutal laws of Russia, the Polish Jews have every honorable calling closed to them and are forced into lines of work formerly alien to them. This much is assured: if there be a Jewish problem independent of that which Russia has created, one arising from the Jews themselves, Russia's brutal campaign of anti-semitism will not solve it. Defenceless and oppressed though they be, Mr. Van Norman believes they will, in the end prove victorious,

for even when physically cowardly, the Polish Jews never flinch, and the likelihood is, that, when the Muscovite Kingdom has crumbled to dust, these people will continue in their patient, yet persistent progress.

In the arts, the Poles have distinguished representatives. We cannot agree with Mr. Van Norman that they ever accomplished much in painting; but in music they can boast of very distinguished names—for example, Chopin, Paderewski, Mme. Sembrich. In the Polish music, the sad, mystic, fantastic spirit of the Slav reveals itself. Among great actresses Modjeska is Polish and among living writers few are greater than the Pole, Sienkiewicz.

In America we have a Polish population of some two millions. They have helped build our railways, and have worked our mines. Their attainments in the scientific professions are exemplified in Professor Boeck, Mr. Kalozowski, Ralph Morjejenski, the bridge engineer of Chicago, and Capt. Zalinski, the inventor of the pneumatic torpedo.

Mr. Van Norman has produced a remarkable book. A trained journalist, he brought to his labor of love a through knowledge of men and affairs, a keen understanding of political conditions and a style singular for its beauty. He places before us an array of history, description, legend, and accurate personal observation, all blended into one artistic whole that captivates and holds the attention. The book will take its place with Brandes' "Poland," Morfill's "Story of Poland" and other standard works on the subject.

M. S. L.

BRIEFER MENTION

WHEN KINGS GO FORTH TO BATTLE (Lippincott Co.), is a romance by William Wallace Whitelock, of our French Department, author of "The Literary Guillotine," and of some sprightly verses reviewed in the October QUARTERLY. The action takes place in the small German principality of Westrum, and involves a change of rulers, mainly through the instrumentality of an American man and girl, strangers to each other who become involved in the intrigue in most unconventional fashion. How these two, almost alone and in face of opposition and treachery, carry the undertaking to a final issue forms the main plot of this vigorous narrative.

"LATIN VERSUS THE CLASSICS" is the title of an article by Dr. Allan P. Ball in the *Classical Weekly* for February 8 and 15. After discussing the value of Latin from various points of view, Dr. Ball concludes that a student's course is incomplete unless he recognizes "the greatness of Rome's expression in civilization" and "the efflorescence of Roman influence in the mediæval and modern world." The program is extensive, but interesting. In the number of February 15, Dr. Lease reviews the fourth edition of *Sprechen Sie Lateinisch* by Capellanus.

RUSSELL STURGIS, '56, whose writings on architecture have given him a commanding position among living authorities on this subject, is the author of a book, entitled *"A Short History of Architecture: Europe,"* which is published by The Macmillan Company. It is intended both as a text-book and for the general reader, and contains all that the general student need learn of architecture other than that of Oriental and prehistoric races. The author traces the origin and growth of European architecture in the Mediterranean lands, and later in the countries now called France, Belgium, the Rhineland, and England, as well as in Italy and Spain.—*New York Times.*

TRUSTEES AND FACULTY

ON taking his seat on the bench, Mr. Joseph F. Mulqueen presented his resignation as a member of the Board of Trustees, and in his place the Mayor appointed Mr. William Henry Corbitt, a lawyer of 60 Wall St. Mr. Corbitt was formerly a student at the College, but left at the end of his sophomore year to go to Yale, of which university he is a graduate. As a result of this new appointment there has been a re-arrangement of some committees. Mr. Miller becomes chairman of the Committee on Appointment and Promotions, and Mr. Byrne is added to this committee. Mr. Lewinson takes Mr. Mulqueen's place on the Committee on Curriculum and By-laws and Mr. Byrne's place on the Committee on Progress. Mr. Corbitt is appointed to the Committee on the Laying out of the Grounds and he is to act during Mr. Miller's illness on the Committee on Finance.

The Interborough Railroad Company has, on the request of the College authorities, decided to name the subway station at 137th St. and Broadway "The City College Station." Among matters of general interest that the Board has acted upon are the change of "Sub-Freshman" and "Preparatory" to "Academic" in all documents and laws, the decision that the winter and spring vacations shall be at such times as the Board may from time to time designate, and the approval of the Faculty by-law regarding the advancement of students. A report on evening courses has been received, but it is still on the table. An offer has also been received from the class of '79 to present to the College "fourteen banners, each bearing the seal and arms of a venerable university of Europe, to be hung in the Great Hall."

Two new tutors have been appointed, Mr. William Ballantine Boyd in Natural History and Mr. John Pickens Turner in Mathematics.

Mr. Boyd received the degree of B.S. from the College in 1897. From 1898 to 1902 he taught in the public schools of the city,

and since 1903 he has been teaching physiology and physicial training in the high schools. He received the degree of M.D. from Columbia University in 1905 and was up to the present year in the Presbyterian Hospital.

Mr. Turner graduated from Vanderbilt University, Nashville, Tenn., with the degree of A.B. in 1900. He was thereupon appointed scholastic fellow and took his A.M. in 1901. He then began teaching in secondary schools in Georgia and Texas, being 1903–5 co-principal, and 1905–7 principal of the Hughey and Turner Training School (Weatherford College), Weatherford, Texas.

By the action of Faculty and Trustees the College now promotes entirely by subject. In each study students are classed as passed, deficient and failed. If a student receives less than fifty per cent. of the marks for term and examination added together, he has failed and must repeat the course in class. If he has less than sixty per cent. for the examination alone, or less than sixty, but as much as fifty for term and examination added together, he is deficient, and must pass a re-examination. If however, the condition is not removed by the following September, he is marked failed and must repeat the work in class. Students who pass received credits equal to the number of hours of recitation (laboratory and drawing count one half) in each subject. In order to be registered in any class, the student must receive the following number of credits: Upper Freshman 12, Lower Sophomore 30, Upper Sophomore 49, Lower Junior 67, Upper Junior 86, Lower Senior 104, Upper Senior 124. For graduation 144 credits are required. In other words, a student cannot be graduated until he has passed in all the work of his course, there being 18 credits for each term. In these numbers the work in physical training has not been included, as that matter has not yet been definitely decided.

COLLEGE NOTES

THE President of the College has received a letter from a graduate of one of the classes in the 80's offering prizes for a college song. The letter reads in part as follows:

"The growth of spirit—that spontaneous bursting forth of undergraduate sentiment, is one of the marked social aspects of the newer college. It is a good sign. It seems to me that a rousing good fighting song—a battle-cry—is very much needed to cheer our teams whether in victory or defeat. If it meet with your approval, I wish to offer a prize of thirty dollars for the best marching or cheering song, the work of any graduate or undergraduate. The prize is to be awarded as follows: First, fifteen dollars for the best words, preferably two stanzas but not more than three; second, after the award of this prize, fifteen dollars for the best music to the words chosen. No commonplace song will do. The strong, enlivening breath of 'Old Nassau,' 'For God, for Country and for Yale," or 'Master of Men' is what is wanted."

LECTURES and meetings of associations at the College have become so frequent that THE QUARTERLY cannot enumerate all of them. Among the more important we note a lecture by President Jordan, of Leland Stanford Jr. University, on "A Visit to the South Seas and the Home of Robert Louis Stevenson"; one by Professor Jenks, of Cornell, on "Trusts"; and one by Mr. Metz on "The Comptroller." In the Great Hall, Mr. Hamilton W. Mabie addressed the students, December 20: on February 11, Mr. Shepard delivered the oration which we print in full, as one of the articles of this number; on February 15, President Faunce, of Brown University, spoke to the teachers of the city on "Efficiency in Teaching," after which the seniors acted as guides to show the audience through the College buildings. On March 14 Mr. David Bispham gave a song recital.

THE portrait of Professor Werner, painted by Mr. Loeb, was, on February 11, presented to the College by Mr. Crawford, chairman of the Werner Celebration Committee, and accepted by President Finley. It now stands in the Instructor's Room in the Tower. In this same room there have been on exhibition from February 21 to March 13 a remarkable series of aquarelles illustrating the life of Jeanne D'Arc by Maurice Boutet de Monvel.

ON his election for the eleventh time as president of the Catholic Historical Society, on January 22, Professor Herbermann received from his fellow-members a silver loving cup as a token of their appreciation of his services. At a recent meet-

ing of this association Professor Herbermann presented a paper on "New York's First Directory." It is astonishing how much interesting information can be drawn from so dull a source when treated as a historian of ancient times treats inscriptions which are almost meaningless to the layman. The paper has been published in pamphlet form.

The English Club held its second meeting of the year at Ardin's on the evening of Monday, January 13, Mr. Whiteside presided and Mr. Tynan read a paper on "Dramaturgy," which was eagerly discussed by all present. Dr. Palmer was appointed president for the next meeting.

General Alexander S. Webb, our Ex-President, was re-elected president of the United Service Institution at its thirtieth annual meeting at Governor's Island, January 15.

Associate-Professor Thompson spoke, December 14, before the Schoolmaster's Association, on the topic "Is College Preparation in Three Years Practicable?"

Organ recitals by Professor Baldwin in the Great Hall, open to the general public, are given every Friday afternoon at 2:30 P. M. from February 21 to May 29, excepting Good Friday, and on Sundays at 3:30 P. M. from February 16 to May 24.

A dinner of the instructors of the College was held on Thursday, December 19. A large gathering listened to songs, stories and speeches for several hours. The affair was directed by our Italian colleagues.

The Sophomore Show was given on January 3 at the Carnegie Lyceum. The piece presented was entitled "The Barrister." The audience, it may be added, found the acting and the accidents as amusing as at previous performances of this sort.

The Joint Debate held on January 17 was won by the Clionian Society. There was a large attendance and the exercises were most creditable to all the participants. As the literary societies are now even in the number of victories, the next contest will be of unusual interest.

A book of chemical labels has been prepared by Dr. H. R. Moody and has just been issued by the Kny-Scheerer Co.

Mr. Reston Stevenson presented a paper at the January meeting of the New York Section of the American Chemical Society, entitled "Laws of the Tate. Surface Tension, Molecular Weight and Critical Temperatures of Liquids as Determined by the Weight of Falling Drops."

Mr. Frederick E. Breithut presented a paper at the January meeting of the Section of Physics and Chemistry of the New York Academy, entitled "A New Method of Measuring Partial Vapor Pressure in Binary Mixtures."

THE subject for the Riggs Essay this year is "The Chatham Bicentennial; Pitt's Statesmanship in the Light of the Present," and for the Kelly Critique, "Milton's Samson Agonistes, Arnold's Merope, and Swinburne's Atalanta in Calydon."

AT the meeting of the Modern Language Association of America, held at Columbus, Ohio, during the Christmas holidays, Professor Mott was elected member of the Executive Council. Professor Mott has also been appointed to the Advisory Council of the Simplified Spelling Board.

PROFESSOR BASKERVILLE lectured before the faculty and students of New Hampshire College at Durham, New Hampshire, on Saturday evening, February 15, on the subject "Ultra-violet Light and its Role in Chemistry." Before the American Chemical Society, Friday evening, February 7, he delivered a paper on "Laboratory Organization," and on Friday evening, February 21, he also gave a paper on "Injury to Vegetation Caused by Fumes from Chemical Factories." At the College of Pharmacy, February 26, he lectured on "Radium."

THE NUMERAL LIGHTS of '08 were inaugurated on the afternoon of Friday, February 14. Addresses were made by Dr. Finley and by Mr. Littwin, the class President, and a poem was read by H. M. Goldstein. Professor Baldwin furnished the music.

A LUNCH ROOM for the instructors in the tower was opened on February 17. This matter is in charge of a House Committee of which Professor LeGras is chairman.

AMONG the lecturers in the courses given by the Board of Education are Professors Baskerville, Clark, Duggan and Horne, and Drs. Neumann, Palmer, Guthrie, and Mr. Klapper.

PROFESSOR FRANÇOIS has edited *Contes Choisis de Bazin* for D. C. Heath and Co.

TO THE STUDENTS of Fordham University Dr. Taaffe is delivering a course of lectures on "English Comedy." At Columbia Dr. Delamarre has lectured on "Maurice Dounay" and in Newark on "Les Humouristes Français." Mr. Weill has spoken in Boston on "French Women during the Revolution" and in Brooklyn on "Conditions of the French Scene in the Seventeenth Century"

and "Octave Mirbeau as Dramatist." Mr. Leoussove spoke at the Manhattan Hotel, February 15, on "Some Contemporary Jewish Artists."

Dr. Delamarre has recently published his thesis for the doctorate, *Tacite et la littérature française.* He has also contributed to *Transatlantic Tales* articles on the contemporary French dramatists and on the Goncourt Academy. His colleague, Mr. Weill, is correspondent of a new French weekly, *L'Opinion.*

The graduation exercises of the Academic Department were held on Monday evening, February 10. There were the customary declamations in Latin, Greek, French, German and English, as well as musical selections. Professor Werner presided and addresses were made by President Finley, Professor Sim and Mr. Borokov, President of the graduating class. The College Orchestra furnished the music.

ALUMNI NOTES

THE Alumni Dinner, held February 1 at the Hotel Savoy, was largly attended and the speeches were important and interesting. Mr. Colie presided throughout the evening with grace, tact and forethought. After quoting from Bishop Gore, a graduate of Oxford, to the effect that the English universities have ceased to educate the masses, and also from Chancellor MacCracken to the effect that our American colleges and universities must turn their attention to the productive classes, Mr. Colie observed that under our towers the work that goes on is addressed to just such students. The information that the threatened invasion by the Amazons of the Normal College had been all along a false alarm, was received with applause. In conclusion Mr. Colie invited all to take part in the dedication of the new buildings in May.

President Finley spoke of and for the College. After a strong plea to the old graduates to transfer their devotion and love to the new structures, he gave some interesting facts concerning present conditions; the number of instructors (207), the number of students in the College proper (over 1,000), and in the Academic Department (over 3,000); and he mentioned, with appropriate comments, the new departments of Public Speaking, Education, Political Science and Music. He ended his address by reciting a poem which is soon to appear in *Scribner's Magazine.*

Dr. Henry Van Dyke, of Princeton, spoke on the "Teaching of English in Colleges," taking a strong stand in opposition to the view of Priesident Wilson, expressed in his address in Townsend Harris Hall, that English cannot be taught. In fact Professor Van Dyke outlined a course in English Literature which he claimed would be equal in rank to courses in the classics, in philosophy or in the sciences. The best thing, he thought, that a man could take from college would be a real love for good books.

Mr. Shepard spoke of the change in the administration of the College eight years ago. The College being the soul of our municipal life, and New York being more American than any other city, how should the College be made more representative than in years past? The new Board of Trustees was established to provide the answer. It had not been permanent, as had been feared, only two of the original nine being still members. Mr. Shepard hoped for higher salaries for the teaching force, though substantial, if not adequate provision had been made by the financial authorities. The buildings were called costly, but the rooms were fit, nothing more. There was nothing sumptuous, with the exception of the Great Hall, and that was to represent the civic life of the metropolis, the ideal of the city. Might it stand for the sense of civic obligation, for disgust at low things, for ideals in action, and might no word ever be spoken there that did not completely fit the service the College should render to the city.

President McGowan and Comptroller Metz spoke briefly, and Professor Baskerville, at short notice, took the place of Dr. Canfield, in expounding the "Civilized Man." The regular speech-making was concluded by Mr. Buttenwieser, who spoke eloquently for the Class of '83, on the theme "The Future in the Light of the Past." Although it was past midnight, the diners were eager to remain to listen to a few remarks from Mr. Hackett, who thus brought to a close a very enjoyable evening.

FRÉDÉRIC MISTRAL, the poet of Provence, was the subject of an address delivered by Professor Downer before the New York Chapter of Phi Beta Kappa, on the evening of November 19. Mistral is held by many critics to be the greatest poet now living in France, and the fact that he has been honored with the Nobel prize is evidence that his fame has passed beyond the borders of his native land. President Roosevelt is among his admirers and his poetry has been much studied in Germany. Since he has composed all his works in Provençal, and since the rehabilitation of the Provençal tongue has been his main task in life, the professor devoted a considerable portion of his paper to the language itself. He brought out the general relation of the langue d'oc, still spoken by millions of persons in France, to

its sister languages, French, Spanish and Italian, and the relation of the special patois developed by Mistral to the other dialects of Southern France and to the old language of the Troubadours. He showed by what process Mistral has raised this village speech into a literary language. He described the great success of the poem, Mirèio and gave a brief account of Mistral's literary production. Its essential characteristic in one word is the glorification of Provence; the poet has embodied in exquisite and melodious verse the beauties of his native region, her history and traditions, her songs and legends, the charm of her daughters, the bravery of her sons, all that is best in her past, and a noble ideal for her future. He is not a world-poet, not a personal poet, hardly a modern poet. His work is exceedingly original, owing little to any masters but the Greeks and Romans. His intrinsic beauty attracts and charms all readers, however, although it is ostensibly addressed only to the Provençals. The creation of a second literary language on the soil of France is paradoxical, however, and Mistral has confessed it in publishing all his works with the French translation on the page opposite the original text. His influence has been greater than that of a poet, or littérateur alone, for he has really quickened the mental life of the land he so loves, and has stamped it with the impress of a really powerful personality.

At the same meeting of the Chapter Mr. Gustave F. Schultz. '07, was elected to membership.

The meeting of January 25, was devoted chiefly to the consideration of changes in the By-laws dealing with elections to membership. Committees were also appointed to prepare resolutions in memory of Messrs. Sweezy, Shack, Tuska and Professor Stratford. The following officers were elected for the ensuing year: President, Adolph Werner, '57; Vice-President, Lewis F. Mott, '83; Treasurer, Henry S. Carr, '66; Recording Secretary, Arthur T. Hanson, '98; Corresponding Secretary, Gustave Legras, '79; Committee on admissions, John R. Sim, '69, John S. Battell, '73, Charles H. Parmly, '88, Livingston B. Schuyler, '89, and Alexander B. Siegel, '05.

A RECEPTION to the Alumni of the College who graduated after 1889 was given by the City College Club on December 14. Christmas was celebrated on December 21 by an address

from Dr. Briggs, '61, on "The Ideals of the Pilgrim Fathers as tested by Modern Conditions," and there was also a celebration of New Year's Eve. On February 8 the meeting was called "to do honor to the memory of those whom the Club has recently lost—men whom we loved as friends and whom we esteemed as leaders in the work of advancing the interests of our Alma Mater." Committees, previously appointed, presented resolutions in recognition of the services of Ferdinand Shack, late president of the Club, and of Richard L. Sweezy, late of the Board of Managers. The evening was devoted to memorial addresses. At the regular meeting on February 15, Mr. Everett P. Wheeler, '56, spoke on "Personal Recollections of the Civil War."

THE class of 1903 held a banquet at the Hotel Brevoort on November 30.

The class of 1906 held its second reunion dinner at the Hotel Brevoort on February 8. In addition to speeches by the members of the class, the gathering was addressed by President Finley and Professor Baskerville. A sheet of reunion songs, some containing "grinds" on the professors, added to the enjoyment of the evening.

The class of '04 held its fourth annual reunion dinner on January 17.

A PORTRAIT of ex-Professor Solomon Woolf, by his nephew S. J. Woolf, was shown in the late exhibition of the National Academy of Design; also a widely-noticed portrait of Conductor Hertz of the Metropolitan Opera House.

Gen. Henry E. Tremain, '60, and Mr. Edward Lauterbach, '64, are members of the executive committee of the New York State Hughes League.

Among the Vice-Presidents this year elected by the City Bar Association are Trustee James Byrne and Trustee Edward M. Shepard, '69.

The Ethical Social League, whose purpose is the uniting of "the forces within and without the church and synagogues in a fellowship of service for the ethical and social betterment of the community," held a meeting at the Hotel Astor on February 27. Among the speakers were President Finley and Rabbi Schulmann, '85.

PERSONAL

'64. William Lanman Bull has withdrawn from the New York Stock Exchange on account of ill health. He has been a member of the Exchange since 1869 and from 1888 to 1890 he was its president.

'65. Edward S. Clinch, ex-justice of the Supreme Court, was appointed to take testimony bearing on charges made by Max Ihmsen against William Leary, State Superintendent of Elections.

'73. Charles P. Fagnani has an article on "The Structure of the Text of the Book of Zephaniah" in *Old Testament and Semitic Studies* in memory of William R. Harper, published by the University of Chicago.

'77. I. Wyman Drummond, formerly of this class, was on January 15 elected treasurer of the National Sculpture Society.

'78. Magnus Gross has been re-elected president of the New York Teachers' Association.

'79. Bartow S. Weeks is chairman of the Championship Committee of the A. A. U.

'80. Roswell B. Burchard was on January 7 re-elected speaker of the Rhode Island House of Representatives.

On the fourth of May, 1776, the General Assembly of the Colony of Rhode Island and Providence Plantations, sitting in the Old State House in Providence, enacted a Declaration of Independence of the British Crown, repealing the then existing Act of Allegiance, and altering the forms of all commissions, writs, processes, and oaths, so as to substitute for the name and authority of the King "the following words, to wit: *The Governor and Company of the English Colony of Rhode Island and Providence Plantations.*" This was the first authenticated formal declaration of independence by any of the thirteen colonies.

At a celebration of the 131st anniversary of this event held under the auspices of the Rhode Island Citizens' Historical Association in the same Old State House, May 4, 1907, an address on "Rhode Island's Greatness" was delivered by Hon. Roswell B. Burchard, the speaker of the Rhode Island House of Representatives, and has been included in the printed transactions of the association.

'84. Bernard Cronson has been re-elected president of the Male Principals' Association of Manhattan and the Bronx.

'84. Albert Strauss lectured at Columbia on January 17 on "Gold Movements and Foreign Exchange."

'91. Arthur Guiterman had a poem "Wireless" in *Ainsley's* for December, and another "Why Tigers Can't Climb" in *St. Nicholas* for February.

'93. John D. Haney has been appointed principal of No. 5, Bronx, and Edward C. Zabriski principal of No. 27, Manhattan.

'95. Charles E. Lucke, head of the Department of Mechanical Engineering of Columbia University, has been elected permanent chairman of the newly formed gas power section of the American Society of Mechanical Engineers. He has been authorized to appoint a committee to study the standardization of the requirements and guarantees of gas-power machinery in the United States. Mr. Lucke was recently made full professor.

'96. Louis Marks has been appointed principal of Public School 43, Bronx.

'97. William E. Grady has been appointed principal of Public School 64, Manhattan.

'98. Saul J. Dickheiser, of 99 Nassau St., has been appointed by State Attorney General Jackson a Deputy Attorney General to fill a vacancy in the staff.

'00. Phillips R. Goodwin is manager of the Goodwin Coal Company of Richmond, Vt. He still retains his connection with the very prosperous and successful Richmond Underwear Company, in which the *Richmond Gazette* takes especial pride.

'03. Henry C. Moses, though admitted to the bar, is still teaching English in the De Witt Clinton High School. In 1906 he received first prize in the Junior Class of the evening division of the New York Law School and in 1907 he received the second prize in the Senior year. His classmate, Charles J. Nehobas, took first prize in the Junior Class of the day division of the same school in 1906.

'06. George Sylvester Viereck lectured on "Literature and Pornography" before the Manhattan Liberal Club, at Mott Hall, 64 Madison Ave., February 28, 1908.

OBITUARY

Howard S. Meighan, who was the son of Thomas J. Meighan, Principal of Public School No. 27, and who was graduated in the class of 1891, died at his home in New Rochelle, New York, on November 15, 1907, under peculiarly sad circumstances. He had been suffering from typhoid fever for about a week. Three days before his death he was removed to the New Rochelle Hospital. During a delirium of the fever and while his nurse was out of the room, he walked through an open window on the third floor, and falling to the ground, met his death.

Mr. Meighan was only thirty-five years of age, having been born at Mamaroneck, New York, August 26, 1872. His life, however, had been a most active and successful one and had been marked by achievements is some instances most brilliant.

He was the valedictorian and first honor man of his class in the City College. During the course he was the recipient of many prizes, twice taking the Gold Pell Medal which is awarded to the student holding the highest rank. While in College he was a member of the Delta Kappa Epsilon and upon graduation he was elected to Phi Beta Kappa.

From '91 to '96 he acted as tutor in the Department of History, at the same time studying law at the Law School of the New York University. In spite of other engagements he achieved marked distinction at the school, being awarded on graduation all the prizes offered,—two of $100 each, one for the best written examination and one for the best oral examination. While at the Law School he was made a member of Phi Beta Phi legal fraternity.

After graduating from the Law School, Mr. Meighan entered his brother's firm, Meighan & Necarsulmer of New York City, and continued with it for three or four years, after which he moved to New Rochelle and practiced independently in that city up to the time of his death. At New Rochelle he married Anna Underhill, daughter of John Q. Underhill, a former Congress-

man of Westchester County and vice-president of the Westchester Fire Insurance Co.

Mr. Meighan's practice at New Rochelle became immediately active and lucrative, and he shortly was identified with some of the most prosperous enterprises in the city. He rather specialized in real estate law and became individually interested as an investor in a number of real estate enterprises in New Rochelle, all of which were in the highest degree successful. He was organizer and president of the Halcyon Park Company, which became, under his guidance, almost a separate village within the city. He was also organizer and president of the Nautilus Park Company and of the Siwanoy Realty Association of New Rochelle.

In spite of Mr. Meighan's professional activity, he was able to devote a considerable amount of his time to public and charitable work and to social matters. He was for many years president of the Board of Health of New Rochelle, and at the time of his death was a member of the Board of Education of the city. He had long been prominently identified with the work of the New Rochelle Hospital (in which by a strange irony of fate he died) and shortly before his death had been elected one of the Board of Governors of that institution.

He was a member and one of the governors of the Wykagyl Country Club of New Rochelle, and one of its organizers, and was also a member of the Masonic fraternity.

Mr. Meighan had two brothers who are also Alumni of the City College, one Burton C. Meighan, who was graduated in the class of 1890, and the other, Thomas Warren Meighan, who was graduated in the class of 1903.

The following resolutions, adopted by his associates in the Phi Beta Kappa Society, express the feeling of the friends in general:

"By the death of Howard S. Meighan the Gamma Chapter of the Phi Beta Kappa has lost a member whose talents and scholarship made him an ornament to the Fraternity, and whose nobility and charm of character endeared him to all his associates. We have been impressed by his earnestness in act and speech, by his seriousness of purpose, his elevation of mind, his broad and refined culture, his solid and brilliant abilities. Cut off in his years of ripest usefulness, he leaves with us a memory that will long be cherished as a precious possession. To his family in their affliction we express our deepest sympathy."

SAMUAL A. TUSKA, '84, for many years a member of Heller Hirsch & Co., died November 20, 1907, at Meran, Austria. He was born in this city January 5, 1865, was educated in the public schools, and was graduated with honor from the College of the City of New York in 1884. For the last year he had not been actively engaged in business, but traveled in California and in Europe. He was a member of the Lotos Club, a trustee of the Aguilar Free Library Society, and was at one time a trustee of the Society for Ethical Culture. He had been identified with many other philanthropic and public spirited efforts. He is survived by a son Robert aged seven.

ALLAN M. STODDARD, '79, died on January 1, of rheumatism of the heart in the Nassau Hospital, Nassau County, L. I., Mr. Stoddard was forty-six years of age. After graduating with honors, he studied law. For five years he was with the law-firm of Van Dusen and Taylor in New York City. In 1904 he moved to Mineola, L. I. He leaves a widow and a son.

DR. ASA WILKINSON, formerly assistant to Professor Doremus, died January 25, at the age of seventy-five. His services to the College and to the cause of applied science were recognized by a Faculty resolution.

AMONG PROMINENT MEN who attended the College but did not graduate, there have recently died, Dr. Shrady, physician, and Leopold Wallach, and Emmet Robinson Olcott, lawyers. The obituaries which have appeared in the daily press render extended comment here unnecessary. It may be recalled, however, that Mr. Olcott left the College to enlist in the navy during the Civil War, and that he commanded the "Minnesota" in the battle of Hampton Roads.

AN APPEAL

ONE of our alumni, Mr. Samuel Elkin of the class of 1901, is in sad need of a helping hand. On leaving college he became a teacher, but was obliged to give up this work when a blindness which had been slowly growing on him became too acute. He tried to support himself and those dependent on him by delivering newspapers every morning until the aggravation of his malady under his daily exposure to all kinds of weather made it entirely impossible for him to continue. He is struggling along now on the commissions he gets for ordering books and periodicals.

Here is where our men can be of great service. Instead of buying their magazines and books through the regular channels, they can place their orders without the least additional expense with Mr. Elkin and can ask their friends, physicians, for example, who buy reading-matter for their waiting-room tables, to do the same kindness. Orders may be sent to Elkin's home, 60 E. 119th Street, or to Dr. Henry Neumann, of the English Department at the College, who in either case will assume all necessary responsibility.

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CONTENTS OF VOLUME III.

Address at the Opening Exercises, *by President Finley*..... 138
Alumni Dinner, The 16
Alumni Notes 53, 106, 173, 237
Architecture of Our New Buildings, The. *Engelbert Neus*. 185
Book Reviews 35, 91, 159, 221
Briefer Literary Mention 44, 93, 164, 225
City College Club Meetings.....54, 107, 173, 238
City College, The: Memories of Sixty Years: *Reviewed by James Luby* 141
Class of '57, The..... 79
College Notes 48, 99, 170, 230
College Song 198
Echoes from the College World.....28, 84, 150, 215
Editorial 24, 82, 146, 211
Grotesques and Gargoyles; illustrated. *By Gustave LeGras*. 65
Memorial History of the College..... 104
Obituary 59, 113, 178, 240
Personal Notes 56, 111, 176, 239
Phi Beta Kappa Meetings.....53, 107, 173
Question of Consolidation, The..... 200
Recent Development in Athletics:
The Indoor Games—The College Athletic Association. *By Prof. W. E. Clark*..... 5
Athletics at Townsend Harris Hall. *By Prof. Joseph Allen*.. 12
Some Distinctive Features of American Education. *Prof. Stephen P. Duggan*..... 71
Trustees and Faculty, Notes.....46, 97, 167, 227
Union of the Colleges, The. *Lee Kohns*..... 127
Werner Commers, The 123

ILLUSTRATIONS.

I. The Banner Trophy for the Indoor Games.

II. Grotesque Figures on the New College Buildings: Sixty-four reproductions from photographs.

III. The Werner Commers at the Hotel Astor.

IV. Illustrations of the Architecture of the New College Buildings: Half-tones from Photographs.

Bird's Eye View.
The Campus Facades.
Two Plans of the Site.
The Main Tower.
The Cathedral.
One of the Transept Towers.
Clerestory of the Great Hall and Pinnacles.
Main Tower—Detail of a Turret.
Entrance on Amsterdam Avenue.
Townsend Harris Hall.
The Gymnasium.
Detail Above Library Windows.
Doorway Flanking Main Tower.
Two Doorways.

INDEX TO VOLUME III.

Abbe, Cleveland, note on, 79
mentioned, 104
Academic department, graduation, 170
freedom, 153
Adelphian Literary Society, 50
Aimes, H. S., resigns, 169
Allen, Joseph, article by, 12
Allen, W. C., mentioned, 175
Alumni, editorial, 26, 146
dinner, 1907, 16
executive committee, 106
meeting of, 237
reunion, 171
American college in Germany, 217
American education, 71
Anderson, Rev. Joseph, mentioned, 56
Anspacher, L. K., mentioned, 58, 239
Appleton, Rev. Floyd, book reviewed, 161
Arnold, Felix, book reviewed, 43
Athletic Association of the College, 6
Athletics, 5, 12, 24
Austin, C. S., obituary, 180
Autenrieth, G. C., promoted, 227

Babcock, J. S., mentioned, 79
Baccalaureate sermon '07, 170
Baillet, T. M., speech at alumni dinner, 22
Baker, G. A., obituary, 240
Baldwin, Professor, appointed, 46
mentioned, 97, 230
Ball, A. P., article mentioned, 96
Baskerville, Prof., articles mentioned, 52, 233
lectures mentioned, 96
speaks at reunion, 108
Banning, W. T., mentioned, 79
Baynes, E. H., mentioned, 58, 239
Bell, J. W., mentioned, 79
Bement, Alon, resigned, 169
Benjamin, G. G., appointed, 109
Bergman, Hippolyte, appointed, 98
Berle, A. W., obituary, 59
Bliss, H. E., reviews book, 37
Bloomfield, Smith, mentioned, 79
Borklund, W. A., mentioned, 177
Boskey, Meyer, mentioned, 177
Bowker, R. R., mentioned, 105
extract from letter, 232
Boyer, W. LeC., resigns, 47
Breithut, F. E., mentioned, 239
Brewster, J. A., appointed, 229
Brill, N. E., mentioned, 111
Brisco, N. A., appointed, 168
thesis reviewed, 231
Brower, J. L., obituary, 60
Brown, Everit, speech mentioned, 23
Brush, C. T., note on, 79
Buchanan, Dr., on union of the colleges, 129
Budd, O. D., mentioned, 57
Burchard, R. B., mentioned, 57
Butler, N. F., appointed, 98
Buttenwieser, J. L., mentioned, 112

Calkins, F. H., mentioned, 177
Calman, Gustave, appointed, 228
Carvalho, S. S., mentioned, 56
Caulfield, J. H., mentioned, 51
Cercle Dramatique Français, 101
Charter day exercises, 99
Child study and education, 150
Church, J. A., mentioned, 79
City College buildings, article mentioned, 93, 185
club meetings, 107, 173
quarterly assn. meeting, 100
memorial book reviewed by J. Luby, 141
Clark, Prof. W. E., article by, 6
reviews by, 91, 92, 159, 161, 221
appointed associate professor, 167
Clark College, 215
Class Day, '07, 170
of '57, 71
of '79, dinner, 174
of '82, dinner, 174
of '87, dinner, 174
of '83, reunion, 109
of '90, reunion, 109
of '99, reunion, 109
of '04, reunion, 110
of '06, reunion, 108
Cobb, Palmer, resigns, 169
Coffin, J. G., promoted, 97
Cohen, L. J., appointed, 168
article mentioned, 233
Cohen, M. R., appointed, 97
mentioned, 172
Coleman, I du P., articles mentioned, 45, 166

Colie, E. M., speech at alumni dinner, 16
mentioned, 105
College colors, editorial, 25
song, 198
Commencement exercises, 171
Consolidation of the city colleges, 127, 148, 200, 213
Cook, E. C., appointed, 229
Cooperman, Isaac, obituary, 180
Compton, Prof. A. G., mentioned, 180
Corcoran, C. A., appointed, 168
Costa, A. A., book reviewed, 225
books mentioned, 226
Crawford, G. H., on consolidation, 205
Crawford, Hanford, mentioned, 239
Crawford, L. W., Jr., appointed, 228
Creske, H. H., mentioned, 177
Cunliffe, Dr. J. W., at English club, 51
Curtis, R. W., appointed, 228

Davis, R. V., Jr., appointed curator, 227
Dean, Prof. Bashford, mentioned, 57, 177
article mentioned, 94
Delamarre, Louis, lectures, 52, 234
Dielman, Prof., mentioned, 102, 231
Dougherty, J. H., article reviewed, 92
mentioned, 176
Downer, Prof., speaks on Mistral, 52
mentioned, 52, 102
Doremus, C. A., article mentioned, 95
Dorland, G. W., mentioned, 175
Dublin, L. I., article mentioned, 233
Duggan, Prof., reviews book, 35
article by, 71
extension course of, 172
reviews Guthrie's thesis, 224
Dunn, G. S., mentioned, 112
Dulon, R. R., obituary, 118
Dwight, Rev. M. E., Phi Beta Kappa address, 53
obituary, 179

Education, American, 84
Educational Adaptation to environment, 219
Elgas, W. T., mentioned, 239
Elsberg, N. A., mentioned, 177
English Club, meetings, 51, 101, 234
Fabregou, Prof. Casimir, addresses City College Club, 54
Fanning, D. G., mentioned, 79
Feinberg, B. G., appointed, 229
Finley, President, addresses mentioned, 102, 138, 171, 230
article mentioned, 44
elected Pres. of Japan Society, 103
personal mention, 105
poems mentioned, 95, 164, 226
speech at alumni dinner, 17
Fisher, C. W., obituary, 240
Fisher, E. D., mentioned, 56
Fiske, S. N., mentioned, 79
Fitzpatrick, J. J., appointed, 168
Fowler, Dr. G. B., obituary, 114
Fox, Prof. Wm., reviews article by Lucke, 163
François, V. E., appointed associate professor, 167
Friedburg, Prof. L. H., mentioned, 52
lectured before men's club, 103

Galway, Charles, mentioned, 169, 172
Gartlan, G. H., mentioned, 58
Gemsen, Irving, appointed, 229
Goethals, G. W., mentioned, 56
Geyer, Prof. W. E., mentioned, 111, 176
Gilchrist, A. J., mentioned, 112
Giles, Rev. W. W., mentioned, 177
Gilley, Dr. W. C., addresses City College Club, 55
Gilson, H. J., book mentioned, 234
Glanz, Hyman, mentioned, 112
Glotzer, Isidor, mentioned, 58
Goldrich, L. M., mentioned, 175
Goldsmith, Alfred, mentioned, 27
Goldwasser, I. E., mentioned, 56, 112, 239
Gollomb, J. J., mentioned, 112
Goodwin, P. R., mentioned, 58
Gookin, W. F., appointed, 228
Graduation Exercises, 51
Graham, N. R., mentioned, 27
Gratcap, L. P., articles mentioned, 166, 226
Grau, M. H., obituary, 116
Gray, Dr. J. F., obituary, 241
Grendon, Felix, articles mentioned, 166
Griffin, H. C., appointed, 169
Grotesques and Gargoyles, 65
Guiterman, Arthur, book reviewed, 222
personal mention, 239
Guthrie, W. B., promoted, 168
thesis reviewed, 224
Guttman, Dr. Leo, article mentioned, 96
promoted, 97

Haney, J. D., mentioned, 175
Hansen, Carl, appointed, 229
Hapgood, Norman, speech at alumni dinner, 19

Haas, G. C. O., appointed, 47
Hawes, G. E., mentioned, 79
Hayes, G. M., appointed, 98
Heller, W. I., mentioned, 75
Herbermann, Prof., mentioned, 95, 232
Hess, W. C., obituary, 113
Holton, Herbert, mentioned, 58
appointed, 169
Horn, Rev. T., mentioned, 111
Horne, Prof. C. F., articles mentioned, 166
mentioned, 105
Houston, J. B., mentioned, 177
Hubbard, L. M., book mentioned, 165
Huber, E. A., mentioned, 111, 164
Huber, J. B., mentioned, 177
Hyde, R. D., mentioned, 56

Ilgen, Ernest, mentioned, 102
Indoor Games, 5
Intercollegiate debate, 101

Jameson, C. B., mentioned, 175
Jarrett, Dr. Elizabeth, on union of colleges, 131
Jeliffe, S. G., mentioned, 79
Jenkins, H. E., mentioned, 16, 211
Jenks, Prof. Edward, lectures at the college, 231
Johnston, Prof., appeals for museum of history, 48
Journal Club, organized, 235

Kaempfert, Waldemar, article reviewed, 95
Keck, Frank, mentioned, 105
addresses City College Club, 173
Keiley, Jarvis, mentioned, 234
Kelly, T. R., promoted, 227
Kenyon, R. N., letter on consolidation, 207
Kitchell, C. H., mentioned, 79
Klapper, Paul, appointed, 169
Klein, David, article mentioned, 45
Knickerbocker, W. E., appointed, 169
Kohler, M. J., mentioned, 177
Kohns, Lee, union of the colleges, 127
Kurz, W. F., mentioned, 175

Lamouret, Geo., appointed, 228
Lay, G. C., mentioned, 176
Lease, E. B., mentioned, 103, 165
Lee, B. F., obituary, 178
LeGras, Prof., Echoes from the College World, 28, 84, 150, 215
Grotesques and gargoyles, 65
personal mention, 233
Lessler, Montague, letter on consolidation, 209
Levussove, M., book reviewed, 37
pamphlet mentioned, 225
Liebergall, Joseph, mentioned, 112
Lockwood, G. R., mentioned, 177
Loew, Joseph, mentioned, 239
Luby, James, reviews the City College Memorial Book, 141
Lucke, Prof. E., mentioned, 112, 177, 235
article reviewed, 163
Lydecker, C. E., mentioned, 105, 111

MacDougal, J. A., appointed, 228
Marique, P. J., book mentioned, 234
Marks, M. M., mentioned, 57
Marsh, D., appointed, 228
Martin, D. F., obituary, 60
Martin, U. F., obituary, 60
Mayer, J. M., mentioned, 105
Maxwell, Samuel, mentioned, 79
Maxwell, Supt, W. H., quoted on union of the colleges, 131
McDonald, Curtis, mentioned, 176
McGuckin, Prof. Wm., chairman employment com., 174
McMullen, Patrick, mentioned, 79
Meighan, B. C., mentioned, 177
Memorial history of the college, 104, 141
Mendes, Rev. H. P., lectures at college, 49
Mettler, L. H., article mentioned, 95
Morse, Max, mentioned, 45, 234, 235
Mosenthal, P. J., mentioned, 105
Moses, M. J., articles mentioned, 45, 166, 226
book mentioned, 226
Mosher, J. A., appointed, 168
Moskowitz, Henry, appointed, 47
mentioned, 172
Mott, Prof. lectures before Men's Club, 103
reviews Whitelock's book, 162
reviews Guiterman's book, 222
Mottet, Rev. Henry, Phi Beta Kappa address, 107
Mulqueen, J. F., mentioned, 238
Museum of history, 238
Myers, M. L., mentioned, 175
Myers, Oscar, mentioned, 79

Neuman, Henry mentioned, 175
Neus, Engelbert, article by, 185
Newman Club organized, 49
Noble, H. G., mentioned, 57

Oboler, D. M., appointed, 229
Oudin, M. A., mentioned, 177

Pach, Walter, mentioned, 112
article reviewed, 164
Palmer, E. F., book reviewed, 42

Panaroni, A. G., leave of absence, 98, 169
Pederson, F. M., article mentioned, 172
Perrin, E. N., leave of absence, 169
Perry, Prof. E. D., speech at alumni dinner, 21
Phi Beta Kappa, meetings, 53, 107, 173
Post, G. E., mentioned, 56
Prize speaking '07, 170
Putzel, Gibson, obituary, 241
Putzel, Dr. Leopold, mentioned, 111

Radin, Max, mentioned, 175
Raucher, J. B. Z., mentioned, 112
Rawson, G. W., mentioned, 177
Ray, David H., appointed, 47
Ray, M. H., obituary, 59
Reilly, J. F., appointed, 168
Reit, H. J., mentioned, 112
Remsen, Pres. Ira, mentioned, 104, 176
Remy, Prof. F. J., mentioned, 112
Richard, Dr. Chas., mentioned, 56, 111
Robinson, F. A., mentioned, 168, 235
Roberts, J. S., '57, mentioned, 79
Roberts, J. S., '95, mentioned, 239
Roberts, W. H., mentioned, 176
Roger, C. D., Phi Beta Kappa address, 173
Rothschild, Alonzo, book reviewed, 35

Sable, L. A., mentioned, 112
Salaries of instructors, 30
San Giovanni, mentioned, 101
  poem mentioned, 165
  reviews Costa's book, 225
Schaffer, F. P., appointed, 229
Schapiro, J. S., appointed, 168
Schmuck, Peter, mentioned, 238
Schoen, Emile, article on, mentioned, 103
Schulman, A. G., wins prize at art exhibit, 172
Schultz, G. F., appointed, 169
Scott, G. G., mentioned, 234, 235
Scripture, E. W., mentioned, 239
Selvage, W. B., leave of absence, 169
Senftner, A. E., promoted, 97
Shack, Ferdinand, mentioned, 105
Shepard, Hon. E. M., mentioned, 105
  quoted on union of colleges, 133
Sherman, Gardiner, obituary, 241
Sickels, Prof. Ivin, mentioned, 230
Sinclair, Upton, mentioned, 58
Slocum, W. E., obituary, 240
Smith, J. McG., mentioned, 239
Snider, G. E., promoted, 168
Sohn, Joseph, article mentioned, 96
Solotaroff, William, mentioned, 177
Solis-Cohen, L. M., mentioned, 177
Solomon, Nathan, mentioned, 79
Springmeyer, C. E., mentioned, 175
Stahl, G. F., mentioned, 175
Steers, J. B., mentioned, 104
Stevenson, Reston, article mentioned, 96
Story, Dr. T. A., mentioned, 52, 165
Stratford Prof., mentioned, 52
Sturgis, Russell, article mentioned, 45
  book reviewed, 164
  personal mention, 111
Sumner, Dr. F. B., articles mentioned, 235
  leave of absence, 234

Tasch, U. S., appointed, 169
Thatcher, Thomas, speech at alumni dinner, 20
Thompson, Prof. thesis reviewed, 91
Tilton, Theodore, obituary, 178
Tombo, Rudolf, Jr., mentioned, 239
Toussaint, C. A., appointed, 169
Townsend, C. McD., mentioned, 56
Tremain, H. E., mentioned, 105
Tripp, M. O., article mentioned, 172
Truesdall, W. B., appointed, 47
Turner, A. B., article mentioned, 226

Union of the colleges, 127, 148, 200, 213
University of Illinois, 28

Van Dusen, Sylvester, mentioned, 79
Van Siclen, G. W., mentioned, 79
Veiller, Lawrence, mentioned, 57
Viereck, G. S., article mentioned, 45
  book mentioned, 44
  poems mentioned, 165, 166
Viertel, Samuel, mentioned, 175
Voelkel, Titus, promoted, 97
  translation mentioned, 45

Wade, J. E., mentioned, 175
Wade, J. H., book mentioned, 225
Washington's birthday celebration, 51
Weed, E. I., mentioned, 176
Wels, P. O., mentioned, 177
Werner, Prof., mentioned, 79, 80, 104
Werner Celebration, 123, 146
Wheeler, E. P., mentioned, 105, 176
  letter on consolidation of colleges, 204
White, George, mentioned, 56
Whitelock, W. W., book reviewed, 162
Wickham, J. F., appointed, 168
Williams, Rev. R. P., mentioned, 176
Williamson, Walter, appointed, 229
Woll, Frederick, appointed, 229
Wood, J. W., mentioned, 76
Woodruff, L. L., book mentioned, 45

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